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ABSTRACT

Each section written by a different person experienced in adult basic education (ABE) instruction, this handbook is designed for ABE staff members as a source of general information about ABE, about teaching in an ABE setting, and about alternative ways to go about presenting information in various subject areas. The first section contains introductory material. Topics covered in the second section, intended for administrators, include recruitment, retention of students, public relations, followup, advisory committee, plans and policies, and evaluation. The third section contains a variety of information and suggestions for the ABE teacher regarding professional responsibilities, students, instructor role, diagnosis and placement, and counseling and guidance. A section dealing with curriculum follows, in which background material, bibliography, and suggested learning objectives are presented for each of five major ABE curriculum areas: Reading, mathematics, English as second language (ESL) consumer education, and General Educational Development (GED). The final section contains information on resources for the improvement of ABE programs. (WL)

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INSTRUCTOR'S HANDBOOK FOR ADULT BASIC EDUCATION

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Region X Adult Education
Staff Development Program

of the

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon

CE 009 111

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October 1976

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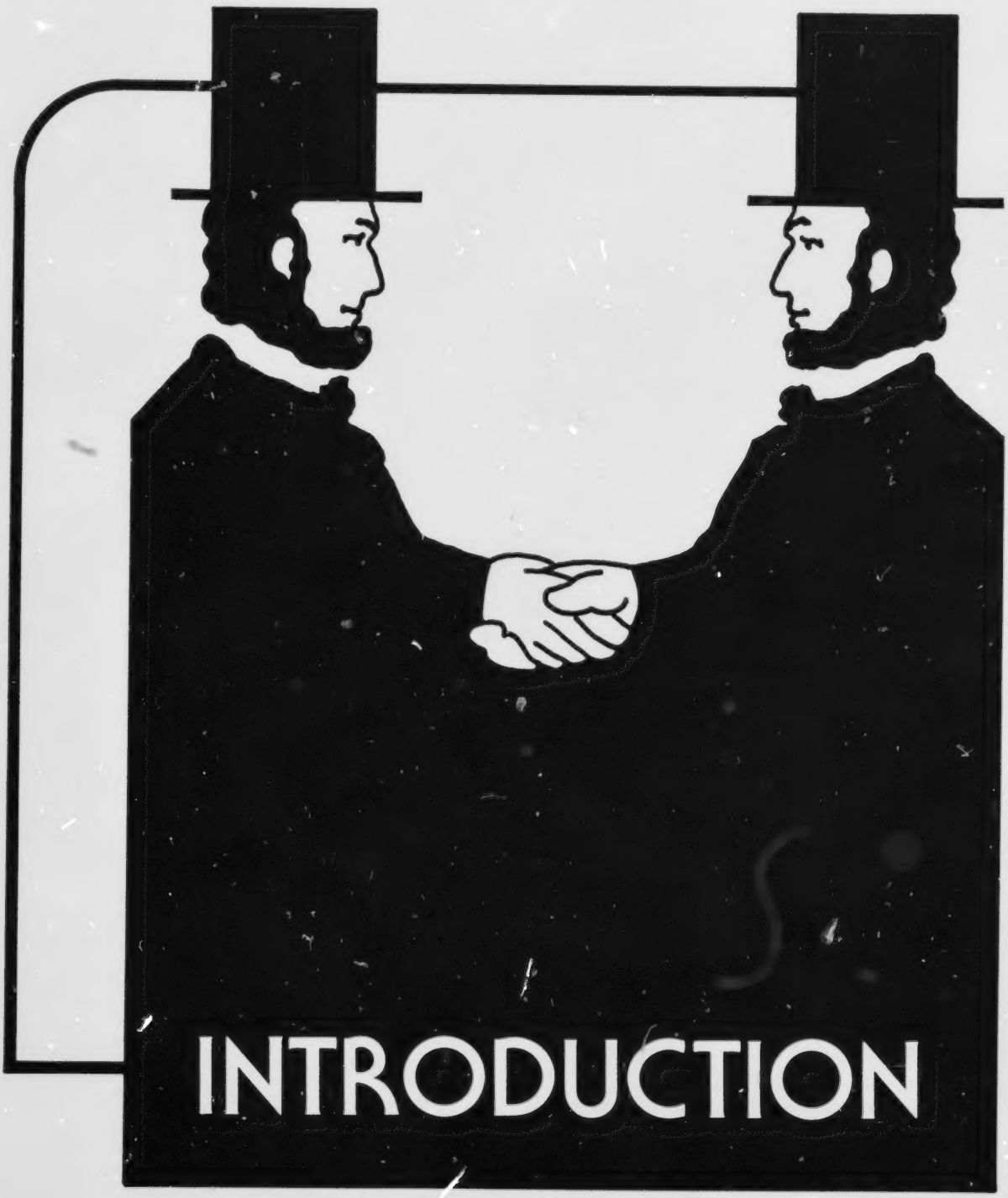

INTRODUCTION

region X adult education consortium program
alaska
idaho
oregon
washington

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
710 S.W. 2nd AVE.
LINDSAY BLDG.
PORTLAND, ORE.

Dear ABE Staff,

This comprehensive ABE Handbook represents a spirit of "everything" you ever wanted to know about ABE..." We are currently going through an era in ABE of the "handbook." It would seem that this is an indication of the maturity of the program, i.e., some professionals know enough about what they're doing to write it down. But a handbook and the ideas of professionals can become a calcifying or static artifact unless they are perceived and used as a reference rather than "the source." ABE is dynamic and multifaceted. There is no way possible to describe it all in one or even a thousand volumes. Each new student adds a new chapter to the book. The format of the Handbook--loose leaf--is an intentional effort to encourage staff to add "important" materials and to throw away unuseful or outdated ones.

Many people helped create the Handbook. Special appreciation goes to Fran Walton, Greg Druian, and Carole Van Arsdol for their help in editing, typing, and layout. The content was developed and/or revised by Reita Hribernik, Ross Brewer, Nikki Sullivan, Jan Jording, Charles Cook, Connie Judd, Jerry Brown, Mike St. John, John Wish, Bernice Peachy, and Carmen Martinez. This volume is a revision of an earlier one developed by Delight Willing, Richard Peterson, Florence Dunlap, Ted Kittleson, Hilda Thompson, Ralph Cruz, Marilyn Mecham, and Clark Jones.

This Handbook symbolizes the essence of the Region X Adult Education Staff Development Program: The combined efforts of staff from the four states of Region X produced the volume which addresses the major needs of staff from each. The staff from Alaska, Idaho, Oregon, and Washington are indeed grateful to the Region X Consortium Board for their wisdom to continue this interstate cooperative effort.

Best regards in your ABE efforts.

Sincerely,

W. Aubrey Gardner, Director
Adult Education Program

WAG:cv

HOW TO USE THIS HANDBOOK

This Handbook has been designed for ABE staff members as a source of general information about ABE, about teaching in an ABE setting and about alternative ways you might go about presenting information in various subject areas. It has also been designed so that you can add new information that is helpful to you in your teaching, and so that you can remove specific pieces of information for use in a classroom or conference setting without having to carry the entire notebook around.

Before describing some possible ways this Handbook might be used, however, it is important to say something about how it was developed, so that you may know more of the developers' intentions.

The central features of this Handbook are that its parts were written by experienced ABE instructors, and that each part was written by a different person. Consequently, you may well find that there is some repetition, and even contradictions in the contents. But developers feel that these dangers are far outweighed by the following advantages:

- Several different viewpoints are presented. Thus there is more likelihood that you will find in the Handbook a viewpoint that is similar to yours.
- There is no one "right" way to do things. Effective teaching depends on the teacher having available a number of alternatives so that an appropriate alternative can be selected for a given situation.
- You will learn more about teaching adults if you are exposed to a variety of outlooks.
- You will be stimulated, it is hoped, to think about different ways of doing your job, and will develop a blend with which you are comfortable.

Editing of individual's contributions has, it is hoped, provided you with a coherent Handbook. But the editing has not sought to distort the writers' opinions in such a way that they are forced to conform to some preconceived notion about how things "must" be done.

The development of this Handbook, then, has had as a goal to stimulate you into active, rather than passive, interaction with the Handbook's contents.

Ample margins have been provided in the materials for you to make marginal notes. Sample forms have been provided where appropriate--you are encouraged to use and to alter them. Bibliographies are supplied as well as sources of further information. You can add materials by simply three-hole punching them and inserting them where you find them most appropriate. It is hoped that you and your colleagues will find additional ways to make this Handbook useful.

The Handbook is divided into five sections. The first section contains introductory material. In the second section, material is included that is designed to be of assistance to an ABE Program Administrator. The third section contains a variety of information and suggestions for the ABE teacher. A section dealing with Curriculum follows, in which background material, bibliography, and suggested learning objectives are presented for each of five major ABE Curriculum areas: Reading, Mathematics, English as a Second Language (ESL), Consumer Education and GED. The fifth and final section contains information on resources for the improvement of ABE programs.

Everyone who has had a hand in developing this Handbook knows that yours is not an easy job--but we also know how rewarding your job can be if it is done well. We hope very much that this Handbook is helpful to you and we join in wishing you, "Good luck!"

TWO VIEWS OF ADULT BASIC EDUCATION

A Council Views ABE

Our nation's educational system was built upon the assumption that a free and enlightened electorate could be largely accomplished through education during childhood. That assumption has created a child-centered educational system which tends to be terminal in its approach and has contributed to the need for adult compensatory education programs. More and more we are accepting the realization that learning is a continuous, lifelong process and that there must be established a comprehensive system that provides for the education of adults.

The question no longer exists as to whether or not the education of adults should be an integral part of private and public educational institutions. The problem now is how to organize and equip the education profession, business and industry, labor and management, the military, local, State, and Federal governments for the inevitable task of providing acceptable and proven education opportunities for each adult at any time in his life when the need occurs.

Our Nation must be as vitally concerned with the education of its adults as it is with the education of its children. Adult education can pay rich personal and social dividends--not twenty years from now--but immediately. Our nation must provide the "second opportunity" for the partially educated, the uninvolved, the illiterate, the adult with yesterday's tools who is in need of marketable skills for today. We must provide a means for more comprehensive, lifelong learning programs.

Continuing steps are needed toward the goal of the fullest educational opportunity for every American adult.

---National Advisory Council on Adult Education Annual Report, March 1973, Washington, D.C.

The Adult Basic Education program administered by the U. S. Office of Education was established under the Adult Education Act of 1966. This program offers to persons 18 years* of age and older the opportunity to overcome English language difficulties and attain reading, writing, and computational skills through the 8th grade level.

This is basically a state-operated program with the U. S. Office of Education alloting grants to states and outlying areas of the United States for the development and operation of Adult Basic Education programs.

Each of the fifty states, the District of Columbia, and each of the outlying areas, with the exception of the Trust Territories, must provide ten percent of program costs and retain total responsibility for planning, supervisory services, teacher-training, curriculum development, evaluation, and all essential services for enrollees through the 8th grade. In fiscal year 1969 each state, the District of Columbia, and four outlying areas conducted Adult Basic Education programs.

Since fiscal year 1966, the first full year of the Adult Basic Education program, Federal grants to states and program enrollees have continued to increase:

	FEDERAL GRANTS TO STATES	ENROLLMENT
FY 1967	$26,280,000	388,935
FY 1968	30,590,000	455,730
FY 1969	36,000,000	484,626
FY 1970	40,000,000	535,889
FY 1971	44,875,000	621,109
FY 1972	51,134,000	812,023

*As of June 30, 1969, the age limitation was reduced to 16 years (amended in the Vocational Education Amendments of 1968).

(Adult Education, Adult Basic Education Program Statistics, July 1, 1968-June 30, 1969). Washington, D.C.

The Office also awards grants to schools, colleges, universities, and public and private non-profit organizations for special projects and teacher-training projects. In some cases, the 1966 Act authorizes the Office to work directly with institutions and organizations in the development of new teacher-training techniques and special experimental and demonstration projects.

An Instructor Views ABE:

by Nikki Sullivan

For the past six and one-half years I have been actively engaged in teaching reading to adult students in an ABE classroom. During that period of time I have developed at least 300 perfect reading programs on paper. However, once I tried them out with a student they were either thrown out, changed, modified, used as scratch paper or buried in my file cabinet. I have attended university classes, workshops and conferences and read hundreds of books on the subject of reading. Yet somehow, most of the techniques which I now employ have come from the daily exposure to yet another student with still another reading problem.

The material that is included in the Reading section of the ABE Handbook reflects, hopefully, the practical needs of an ABE Reading Instructor. It also, of course reflects a great deal of my own teaching philosophy. I have always been concerned with the fact that if a student enters my class he will at some unknown date in the future leave my class with a skill in reading that will offer him a chance to survive as successfully as possible. I am constantly frustrated at the lack of time I have to polish and refine his reading skill. No matter how much the student may accomplish, I always wished it could have been more.

I feel the same way about the selections in this Handbook. I hope that this material will provide you with some methods, ideas, guidelines, possibilities or references that will make your jobs a little bit easier. I wished I had added on, left out, changed, etc., etc., etc. But, in a sense, that has been left to you to do. So feel free to use what you want when you want it. None of it has been chipped in stone so make the alterations with a clear conscience.

In the meantime, I will return to my drawing board and start work on "Perfect Reading Program #301."

DEFINITIONS OF TERMS

Adult

Any individual who has attained the age of sixteen.

Adult Education

Adult Education means services or instructions below the college level (as determined by the Commissoner), for adults who (1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and (2) are not currently required to be enrolled in schools.

Adult Basic Education (ABE)

Adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

The three levels of ABE are:

Level I = grade 0 - 3 (beginning)
Level II = grade 4 - 6 (intermediate)
Level III = grade 7 - up (advanced)

English As A Second Language (ESL)

ESL is a program to provide non-English speaking persons with survival or minimal speaking and writing skills so that they may succeed in ABE, GED, vocational training, or other educational programs.

Illiterate

One who can neither read or write.

Functional Illiterate

An adult who cannot read the newspaper--or about the seventh grade reading level (Edwin Smith, Literacy Education for . . . Adults).

General Educational Development Test (GED)

The GED is a national testing program for adults to demonstrate a high school equivalency ability. Each state administers the tests through local adult education programs and maintains standards for passing scores. There are five parts to the test: Reading Interpretation in Social Studies, Natural Sciences and Literature, Correctness and Effectiveness of Expression, and General Mathematical Ability. Most states require minimum passing scores on each test and a complete test average. Additional requirements vary from state to state.

High School Completion

A way of finishing high school through college or local classes.

TO THE ADMINISTRATOR

OVERVIEW

In this section, material pertaining to the administrator of an ABE program is presented. Information about Personnel Supervision, Recruitment, Retention of Students, Public Relations, Followup, working with an Advisory Committee, and Evaluation is contained in this section. At the end of the section, space is allowed for the administrator to insert various plans and policies pertinent to the program and state in which the administrator is working.

by Ross Brewer, Clark College

ROLE OF THE SUPERVISOR

As supervisor of an ABE program, you play a key role in the success of the program. Below are discussed a few of the areas for which you will have responsibility. Although other sections of this Handbook do not directly address your work, they may aid you to become more familiar with situations and problems that the instructors must deal with daily. With this familiarity, your administrative decisions may more closely meet program needs.

PERSONNEL SUPERVISION

The adult education administrator assumes significant responsibilities in the role of a personnel manager. Selection and supervision of personnel are areas that can tolerate few mistakes. You must have a clear image of the goals and objectives of the program that is to be administered and the role each staff member is expected to play to achieve those goals and objectives. Your role is to provide the leadership for the total program. The place of adult education as a part of an overall balanced educational program must be understood.

For a successful program of instruction, it is necessary to have proper supervision in the program. The situation will dictate the type of supervision needed. Supervision might be provided by part-time or full-time personnel. Supervision should not be "snoopervision." Supervision should be helping teachers by getting the necessary instructional materials, aid, and other items to them and providing the necessary services and help when needed.

RECRUITMENT

Effectiveness

Recruitment must be recognized as essential. One of the most important indexes for gauging the effectiveness of educational programs is the ability to attract and retain students. All the program resources become superfluous if classes are empty.

Communication

How do you communicate the message of adult education to illiterates and functional illiterates? How do you inform your target audiences of who you are; what you do; how, when, and where they can enroll; and what benefits they can expect to gain? These are but a few of the questions that must be resolved through the recruitment strategies which are developed to communicate basic information on adult education programs to those people who are most in need of the services.

It must be realized that recruitment is not public relations. Recruitment is direct activity that gets members of the target group into the classroom. Public relations develops interest and acceptance of the educational program, and creates a situation in which direct recruitment can be more effective.

It is not enough to merely open the doors and assume that students will voluntarily come flooding in. On the contrary, recruitment techniques must be developed to reach out into communities and to convince adults that it is to their advantage to make the various commitments and behavioral changes which are required for participation.

Reaction of Adults

The initial reaction of most adults to the prospect of signing up for an adult education program is to specify all the reasons why they cannot attend (I'm too busy, I'm too old, I don't have the time, the program doesn't apply to me). Indirect recruitment methods offer no possibility for offsetting these superficial objections. It is easy for a potential adult participant to say "no" to a poster, a letter, or even any other form of indirect communication.

The only method of effectively countering the initial objections of prospective students is through direct

face-to-face contact by a knowledgeable representative of the program. This implies the need to develop direct as well as indirect recruitment strategies in meeting excuses.

Inter-Agency Ties

The ability to recruit adults into adult education programs can be significantly enhanced through the cultivation of inter-agency cooperative ties. Other agencies and programs provide an effective focal point for referring potential adults into your program. By the same token, adult trainees can be referred from your program to other agencies and services. (See section on Community Resources, pp. 3-45-3-55.)

Direct Recruiting

Competition for the adult learner's time is great. You are trying to sell them something they may not want, are unfamiliar with, and with the promise it may make their lives more difficult.

Much can be done through news, radio, and TV media. Your message should be provided to service groups, concerned employers, and in places where people meet and communicate. By doing this you will create a better understanding of the problem and you will be more effective in recruiting for and mobilizing your attack on illiteracy.

Direct recruiting (word of mouth) is the most effective method of communicating directly with the potential adult education student. Get to the grass roots people who provide services for people living in poorer neighborhoods, particularly if these people are known to deal fairly with them and they have an image of confidence--the corner market, bar, church, and public and private agency field people are but a few.

When you think recruiting, think both of direct and indirect approaches. Know your territory. Do your part to influence public opinion. This may not bring you face to face with the students, but your efforts will do much to aid them when they find a community much more accepting and responsive to their illiteracy.

Best Salesmen--Satisfied Customers

Don't forget, your best salesmen are satisfied customers. An adult student from your group who really feels you have "turned him/her on" will pass the word. The language of

recruiting and retention is rather like the mod jargon you hear today, "Tune in, Turn on, or Drop out!"

Try to be happy with your results but not contented. The chances are that even if you fill your class, you are not yet dealing with the people who are most in need of your service.

RETENTION OF STUDENTS

Voluntary vs. Involuntary Leaving

If your enrollment is not holding up, you can assume your students are dropping out. Retention has something to do with the holding power of your program. Dropping out is more complicated than students just not showing up for class. The act of dropping out can be classified either as "voluntary leaving" or "involuntary leaving."

Voluntary dropouts are those who say they are just not interested or have received all from the program that matters to them. They may provide you with many reasons which in the final analysis all add up to their staying if they really want to. Curiously enough some will say they would have stayed but found little meaning in their lessons from teachers who were not very friendly.

It is a different situation for a person who drops out involuntarily. Erratic job schedules, illness, lack of transportation, clothing, poor health, inter-agency conflicts (agencies bidding for a student's time without regard to what another agency might be attempting), all create situations which contribute to students involuntarily dropping out of the program. Your immediate follow up on erratic attendance will help you to determine whether this person is dropping voluntarily or involuntarily. And listen carefully to their explanations; the reasons they present for leaving may only be a mask for what is actually causing the problem. These people, even if they can't read, can read you.

You are in the business of voluntary education and only those who come to you have an inclination to help themselves. If you are warm and friendly, at least part of your problem of retention will be solved. Little courtesies are very important. A "Good morning" or "Good-bye, I'll see you tomorrow" may be the only decently spoken words that person has heard during the course of the day.

Environment

These people are adults with adult problems and obligations. They come to the adult education program expecting an environment which would encourage them to learn in spite of the many obstacles which hinder regular class attendance. Instead, they often find a learning environment which emphasizes convenience for the program staff rather than concern for the student. Even though they would like to attend class, they cannot cope with some of the barriers that are a part of the adult program structure. In reality, the environment has not really changed from that which they had previously found in the public school program.

Realistic Information

Students are often recruited in the adult education program without being adequately informed about what the program can provide for them. Many students enroll in the program expecting to acquire something which the program does not offer. Dropouts are likely to believe that the program would help them solve many of their personal, vocational, and educational problems. This seems to suggest that they may have come into the program with the unrealistic idea that it would be a cure for all their problems. However, they become disillusioned and drop out when they realize it was not what they had expected. Poor recruiting procedures can contribute to such causes of dropouts from the program.

In order to prevent student misunderstanding of the adult program and the needs it is designed to fulfill, efforts should be made to more fully inform students of the program's purpose before entry. The pre-entry contact should strive to gain a better understanding of students' wants, needs, and expectations so that subsequent changes in the program's design can be made, making it more relevant for the student it is supposed to serve.

PUBLIC RELATIONS

Public relations is defined as "the activities of any group or organization in building and maintaining sound and productive relations with special publics and with the public-at-large, so as to adapt itself to its environment and to interpret itself to society."

This statement has two factors implicit within its content. They are internal and external public relations. Internal public relations are dealt with in the areas of motivation, retention, and recruitment.

External public relations in ABE/AE convey much of the same content as recruitment materials but are organized in a manner that will create a public awareness of and gain support for ABE/AE activities.

A chief function of administration is development of a program which contains and disseminates the following types of information.

Success stories: newspapers and the media enjoy good human interest scripts and give generous coverage.

Completion statistics: how many people have actually been helped?

Costs: per grade level achieved, students per year, dollars per completion should all be put in a comprehensible context and disseminated.

Economic impact: followup of each program is vital to show how many removed from welfare and unemployment roles and their purchasing of homes, appliances, etc.

These types of information, presented in a comprehensible manner, in a steady flow to all types of media can do much to gain support from public and private agencies and the general citizenry. A well informed citizenry will usually react in a positive manner when the ABE/AE program needs extra funding, volunteers, housing, or any other type of assistance.

FOLLOWUP

Because there are so many varied reasons for their dropping out, followup is very difficult where the adult education student is concerned.

Who, When, and How

Agencies do some of your followup for you with students who are referred by them, but you also can do much of your own.

When students have excessive absences, merely sending a card or a short letter (these can be preprinted and you just have to fill in the date and sign your name) will sometimes give them the feeling that some one cares and is interested in their finishing their program. This could be the incentive they need to get them coming back to classes.

If you get no response from a card or letter, try a telephone call. Just a few minutes of your time may be all that is needed to get a student tuned in again.

Of course, the ideal means of followup would be a personal visit by the instructor or an aide, but so few of these people have the time to do this. The visit must be made by someone with whom the student can communicate, not a stranger to them.

The telephone call or the personal visit is the most effective as it is much easier to say "no" or "I'm not interested" to a card or letter than it is to say "no, I'm not interested" to you personally.

Much satisfaction is to be gained by spending a few moments of your time to encourage a student to make good use of his/her time by returning to adult education classes.

Sample followup letter

Dear

WE'VE MISSED YOU !!!

If you have been ill, we hope you are feeling better and will soon be back to class.

If you have a problem and we can help in any way, please let us know.

If you feel you are not getting what you expected from class or if we have done anything to make you feel that adult education is not what you want, we would appreciate your telling us so that we can make some changes to help you more and possibly help others who might feel the same as you do.

The purpose of adult education is to help people, but to do this we also need your help and the help of all the students involved in the program.

Won't you come in to see us soon? Or just give us a call.

We hope to see you in class again real soon.

Sincerely,

(YOUR LETTER CAN BE PRINTED SO THAT YOU WILL HAVE ONLY TO TYPE IN THE PERSON'S NAME AND SIGN YOURS.)

WORKING WITH AN ADVISORY COMMITTEE

The Adult Education advisory committee should be considered the life line of the program for each member, as a representative of his/her agency, will be a recruiter and promoter of the program.

Setting Up an Advisory Committee

Before, or shortly after the AE program begins, the directors of all service agencies in the community should be contacted by the person in charge of the AE program. The AE program goals and objectives should be explained as well as its capabilities and resources.

A request to the agency director to appoint a staff person as a permanent member of the advisory committee should be made through the channels set up in your institution. Hopefully, this agency representative would be one that could assist in identifying potential students, i.e., the training officer at the Department of Public Assistance or the MDTA counselor from Employment Security.

Members of the Advisory Committee

Listed below are some of the agencies which should be represented in the AE advisory committee. However, in no way should this list limit the membership. Other agencies or programs which could assist the program should be identified and requested to participate in the advisory committee.

Employment Security
Department of Public Assistance
Community Action Program (OEO)
Work Experience Program
VISTA Program (OEO)
Health Department
Local Labor organizations
Local Businesses
Ministerial Associations

Other possible agencies or programs:

Juvenile Court
Local high school
Former students
Family service agencies
Migrant councils

Purpose and Functions of the Advisory Committee

The advisory committee's purpose and function are advisory in nature. The supervision and control of the AE program lies with the program director. However, the importance of the advisory committee cannot be underestimated. The areas in which the advisory committee can help the AE program are:

1. Identifying Program Objectives

   Each member of the advisory committee as a representative of his/her agency will be able to identify the needs of the clients his agency serves. The needs could be many and varied, health information, family planning, citizenship, jobology skills, safety, etc. The community needs as expressed by the advisory committee should guide the content of the AE curriculum.

2. Identifying the Characteristics of the Target Population to be Served

   The advisory committee as representatives of agencies that serve the disadvantaged will be able to identify the characteristics of the students to be served. Some of the important characteristics are:

   1. Ethnic background (Indian, Chicano, Oriental, etc.)

   2. Occupational background (farm worker, factory worker, unemployed, etc.)

   3. Residential area (labor camp, jail, housing projects)

   This information will also guide the program location and objectives.

3. Referring Individuals to Your Program

   The most significant contribution the advisory committee can make to the AE program is to refer students which they have identified as disadvantaged in education. If the program is responsible and meets the needs of these students, the agencies will continue with these referrals. It will be the responsibility of the program

director or instructor in some instances, to keep in touch with the agency regarding the student's progress and attendance. This is especially true if the student is receiving assistance through some kind of training program such as MDTA, WIN, or DVR.

Membership

Membership of the Advisory Committee should be determined by the size of the community, the policy of the administration, and availability of interested representatives.

In approaching those individuals who are prospective members of the Adult Education Advisory Committee, the director should ask the following questions:

- How can the prospective Advisory Committee member support the Adult Education program?
- Is the prospective member interested in the welfare of the student as well as the adult educational needs of the individual and the community?
- Will the prospective member attend meetings and work with other representatives of the Advisory Committee?

In recognizing that a formal meeting of the Advisory Committee is required, it is well to keep the following points in mind:

- Role of the Advisory Committee: The role of the Advisory Committee must be clearly defined. This role is in the nature of an advisory capacity only. The local school is responsible for administering and directing the Adult Education program.
- Preparation of the meeting: Be sure to have available such information about your community as years of school completed for the adult population, unemployment data, median family income, and other facts which you may have gathered. A full description of the adult education program already underway should be presented. Insofar as possible, try to show information on charts.

Meeting Agenda

The meeting should be an idea sharing session, rather than tied to a strict agenda. Your role as adult education

administrator is to help generate participants' ideas. As the meetings move along, interests and abilities of the members will be revealed, and sub-committees can be indicated.

Begin by asking questions about the adult education needs and problems of the community as seen by each of the participants. Do not strive for "agreement" as much as for comprehensiveness.

Discuss how the Adult Education Act of 1966 is related to these problems and needs. At this time, there should be a thorough exploration of the possibilities and limitations with respect to the Act.

Minutes of the Advisory Committee meeting should be recorded and distributed to all members. Minutes may be no more than important points discussed, a list of those attending, and decisions that were made.

Before the meeting ends, be sure that members understand this is to be a continuing Advisory Committee to your total Adult Education program. To give continuity to the committee, it may be helpful to stagger the terms of the members (one-third, one year; one-third, two years; one-third, three years).

Frequency of Meeting

Meetings should be of sufficient frequency to keep members current on adult education activities. Periodic reports of progress and special activities should be reported to the Advisory Committee.

Areas of Assistance

Areas in which the Advisory Committee may assist include interpreting Adult Education to the community, recruiting students, placing students in employment, serving as liaison to other agencies, recruiting volunteers, assisting in providing services such as child care, medical attention, legal advice, and other beneficial sources.

Conducting An Advisory Committee Meeting

The Advisory Committee should meet at least twice a year. Possible dates could be the middle and end of the school year. The person representing the ABE program acts as secretary to the Committee. A report on the past activities of the ABE program, such as enrollment, progress of the students,

job placement, or further training should be included. At this time the Committee members should be encouraged to make recommendations to improve the quality of the program and to provide direction to meet the community needs of the educationally disadvantaged adult. The minutes of the meeting should be recorded and filed.

EVALUATION

Evaluation is necessary but it need not be a burdensome task. A teacher needs to maintain only the following amount of paperwork for effective evaluation:

1. The card of basic skills checklist and the Ladder of Personal Goals
2. Enrollment and attendance forms
3. A student cumulative folder which includes placement and inventory materials
4. Required administration reports from local programs

The following information should be read to help the administrator and teacher to establish goals and then evaluate the program, student, and teacher by using the four simple records kept by the teacher.

I General Information

II Goals

- A. Program
- B. Student
- C. Teacher

III Means of Evaluation and Followup

IV Possible Records and Reports

V Skills Checklist and Student Goals Card

General Information

Evaluation is a many faceted thing. It should measure many aspects of the program and should answer the questions of a variety of people.

1. Evaluation is worthwhile only if it answers valid questions. It must lead to enlightened decisions and action and it should be the result of putting together many clues.

2. People apparently cannot refrain from evaluating, judging, or appraising. This is usually egocentric. The criteria for evaluating may be those determined by the student or those given to him.

3. The general purpose of evaluation is to improve the educational program, but some specifics are:

   a. To collect evidence and data

   b. To analyze the data and draw conclusions

   c. To make judgments or decisions

   d. To implement the decisions

4. Evaluation is a necessity for the student, the teacher, the administrator and government (local, state and federal). The student by far is the most important reason, but without the logistical support of the other three categories there would be no program.

5. Evaluation must be simple, concise, and current. The student is not always consistent in his attendance and often will leave a program for an extended time without informing program personnel. If possible some form of evaluation should be used at each meeting with that student. Checklists included in this chapter may be helpful. Evaluation should be educational in nature because so little time is spent with the student. A routine for evaluation should be established because the teacher (usually part-time) does not have time to fill out and administer long reports or tests. The teacher cannot recall important criteria for evaluation if they are not recorded immediately.

Goals

The overall goal is to build programs which provide useful educational experiences for a continuation onward from whatever level the adult discontinued his formal schooling. It is generally understood within the education profession and among many members of the general public that modern literacy is the capability of an individual to become a responsible member of the community, a productive worker and a successful participant in family life experiences. In most cases this modern literacy level is understood to be a high school education or its equivalent. The programs, however, should be designed so that the student may be guided or taken from "where he is" to where he wants "to be." These limits may not be his discontinuance from schooling level or high school completion level.

There are incidental goals which every teacher consciously or unconsciously sets. These include the change in attitude toward learning and living, a better self-image, a happier person, etc.

Knowledge is involved in all goals and its nature forces us to ask the following questions:

1. How much knowledge should be required?
   a. for immediate use
   b. for future use
   c. for finding recorded and cataloged knowledge
2. How is knowledge best learned?
   a. organized
   b. related
   c. drilled, repeated, memorized
3. Is the student able to apply the knowledge learned? (Solve problems.)

Goals fall into three groupings: Program, Student, and Teacher goals. The teacher is so involved in the other two goals that listing may seem a complete duplication, but as a teacher there are unique requirements. Teacher goals will undoubtedly also be program goals. These goals are not necessarily those you may establish and should be only a guide to be adapted to your situation.

Program Goals

1. Identify community education needs
   a. school dropout records
   b. advertise possible classes for those interested
   c. welfare and employment requests
   d. local newsletter (churches, employers, PTA, etc.)
2. Involve community agencies
   a. senior citizens
   b. local bureau of immigration
   c. welfare and employment
   d. churches
   e. establish advisory committee
   f. other educational programs
3. Fulfill administrative requirements
   a. provide physical facilities, materials, and personnel
   b. work within budget limitations and justify expenditure
   c. maintain reports
4. Recruit students, teachers, aides, etc.
5. Schedule instruction for needs of students
   a. classes, drop-in, individual, etc.
   b. home, day, night, library, etc.
6. Determine curriculum
   a. living or functional education (consumer, child care, legal, basic, etc.)

b. high school completion or equivalent

c. job related

d. student special goal related (driver's exam, citizenship, etc.)

7. Provide in-service training

8. Evaluate, improve, expand, or delete portions of programs

9. Provide for followup and reduce dropout

10. Provide informal screening for medical, financial, job, or community aid help

Student Goals: (go from where "I am" to where "I want to be")

1. Immediate or external goal

   a. G.E.D.

   b. pass a job application test

   c. citizenship

   d. ability to do a specific job

2. Learn a basic skill

   a. reading

   b. math

   c. language arts

3. Gain knowledge

   a. safety and first aid

   b. consumer functions

   c. homemaking and parent functions

   d. citizenship

   e. legal protection

4. Supplementary or internal goal

   a. build self esteem

   b. prestige or position

   c. communicate with others

   d. "get away" from home or kids

   e. personality improvement

5. Follow "my" progress and realize success

Teacher Goals

1. Encourage the student to set realistic objectives and teach him the skills necessary to reach those goals

2. Determine skills to be incorporated into program

3. Organize teaching program (class, individual, etc.)

4. Establish atmosphere for student learning (coffee, informal seating, freedom of movement)

5. Develop rapport

6. Provide varied and complete materials for learning

7. Bring student to highest possible skill level for that individual

   a. basic skills of reading, math, language arts

   b. living skills of consumer, legal, first-aid, health, child care, etc.

8. Encourage idea of life-long learning

9. Encourage communication and elevation of self esteem

10. Provide individual help for each student several times during a session

11. Train them to your standards and techniques, if aides are used.

12. Maintain Records of Progress and attendance and required forms

13. Evaluate student, self, and program

    a. tests

    b. informal questions and observations

    c. subjective

14. Encourage student evaluation of self, teacher, and program

15. Make changes to improve program and techniques

16. Watch for clues which indicate student difficulties and inform them where help is available including "crisis help"

    a. health (glasses, hearing, etc.)

    b. home conditions

    c. mental ability

    d. friend's comments

17. Inform students of community programs for enjoyment or aide (federal programs, employment, recreation)

Means of Evaluation and Follow-up

Evaluation is merely determining if you have met or are meeting the goals. The function of systematic and continuous program evaluation procedures should be to provide more adequate information and evidence and to improve the soundness of judgments.

The student may become discouraged if his original motivations for attending class are not recalled to his attention and reinforced.

In the approach to an evaluation plan the teacher and administrator must consider many things.

1. A minimum amount of paper work to accomplish the task

2. Frequency will be determined by necessary reports, type of evaluation, teacher's purpose and student's requirements

3. Plan should provide for feedback

4. Results should be used to make decisions and judgments. It must be relevant.

5. Standards can be established by comparisons with other programs

6. Value judgments may be good but must be identified as value judgments (changes in attitudes, personalities, etc.)

7. Types of evaluation procedures to use:

   a. Program

      (1) Involve other agencies (welfare, employment, labor unions, colleges, churches, etc.)

      (2) Teacher attitude and techniques by observation and informal discussions

      (3) Materials' effectiveness by student use, teacher opinion, cost and procurement

      (4) Administrative practice determined by proper use of personnel (assistants, aides); by enrollment and attendance figures; age group enrollment; budget

      (5) Orientation and follow-up by a social aide (a student), newsletter, informal questionnaire

   b. Student

      (1) Checklist of basic skills

      (2) Ladder of personal goals

(3) Use of tests that insure some success; the purpose should be understood by student; make it a learning experience; keep mechanics of taking tests simple; give an unhurried attitude about tests; show "test taking" hints; review results carefully; use the Placement Inventory

(4) Informal evaluations with student

(5) Observations

(6) Cumulative folders

(7) Student evaluation of self (oral and/or written)

c. Teacher

(1) Refer to goals and use as checklist

(2) Check list of student skills

(3) Ladder of student goals

(4) Series of progressively more difficult tests using cautions identified under student evaluation

(5) Informal student evaluation of teaching process and program

(6) Student questionnaire

(7) Follow-up procedure--phone contact, social aide, mailing short questionnaire

(8) Enrollment forms

(9) Attendance forms

(10) Observations (label as subjective evaluation, personality, attitudes, etc.)

(11) Periodic review of materials, facilities, personnel, and needs

(12) Cumulative student folders

A teacher must realize that evaluation must have a purposeful meaning. It should include formal and informal, standardized and individual and require a minimum amount of administration. A teacher must be sensitive to the attitudes toward evaluation from the standpoint of the student and also the administrator. The teacher must be able to take evaluation, even criticism and change the program or techniques to meet the student's needs. A teacher must be selective in types of evaluation and keep it as simple as possible.

Student Records and Reports

1. Student's checklist of ladder of goals
2. Attendance cards (varies with institutions)
3. Enrollment card (different for states)
4. Registration sheet (different for states)
5. Monthly report to school administration
   a. number enrolled
   b. percent attendance
   c. number completing G.E.D.
   d. change in personnel
   e. possible achievement of goals (program, student, and teacher)
6. Student accumulative folder

These must be kept to a minumum and have a purpose. Forms should be simple and be completed by an aide or by the teacher and student in a learning situation.

TO THE
TEACHER

OVERVIEW

In this section a variety of materials relating to the role of the ABE teacher is gathered together. Following an introductory discussion of the importance of the ABE teacher in his or her students' instruction, the professional responsibilities of the teacher are described. Next comes material designed to acquaint the teacher with the special needs of ABE students. Then, information meant to assist the teacher in organizing and planning course content is presented. This information may be used in conjunction with specific subject areas described in the Curriculum section. Specific material aimed at aiding the teacher in diagnosing students' needs is included, and this section concludes with a discussion of the guidance and counseling role that the ABE teacher often must play.

INTRODUCTION

by Reita Hribernick, Lane Community College

An ABE teacher is more than a teacher of academic subjects. For the ABE students, the teacher will be a "significant other" in their lives. Does this sound like an awesome responsibility? Well, it is.

The ABE teacher is the confidante, friend and helper of the students. However, this does not happen instantly. Because they expect to be rejected again, as they have been in the past, most ABE students feel insecure, inadequate and fearful. So, the first task of the teacher is to build up the self-confidence of the students. A good way to accomplish this is for teachers to treat each student as they would treat the most important person they know. Students resent a teacher who feels or acts superior.

As a teacher it is important to establish with the students a spirit of understanding which is based on mutual respect. This means that the teacher will expect the students to learn and will expect to learn from the students.

The ABE teacher must be aware that students who come to an ABE class have many outside pressures--economic, family, social and frequently psychological. Students who have other worries cannot study effectively. This may mean taking time to listen to the concerns of the students, providing support and encouragement, or even intervening with an agency. If the pressures are immediate, help must be given at once.

To keep students from becoming discouraged, the teacher should talk softly but distinctly and should sit down with the students, not stand over them. A compliment is more productive than a correction. When you must correct, do so gently with sufficient, but not overwhelming, explanation. Show the purpose for the correction; take advantage of an already developed adult mind.

In an adult learning situation, the students must be allowed to set the pace. This requires patience on the part of the teacher. Teachers must realize that their goals and values may not be the same as the students. Accept your students for what they are, but view them for what they can become. Your students will respond with a new spark, a new self-confidence. And you will have experienced one of the greatest joys of teaching.

The way the teacher acts will set the tone for the class. The teacher's manner is the most important ingredient in the classroom. Be radiant when you teach. Express joy. It is contagious. If a teacher does not like a student, the student will sense this. Communicate a liking for each student through an inner warmth or by a gentle smile.

Teach from the heart. Coax rather than scold. Be supportive of your students. Encourage them and show that you have confidence in them. Make every minute count because time is precious to the adult learner.

You, the ABE teacher, should be the model, the bridge, the best friend, the "significant other" for your students. In your class you can give them the greatest hours of their lives.

Checklist for teachers:

1. Radiate confidence
2. Never scold, embarrass or criticize
3. Show your students you care; be sensitive to their needs
4. Be courteous and thoughtful
5. Enjoy sharing your knowledge and yourself
6. Be humble, admit your mistakes
7. Be able to laugh at yourself, use humor to advantage

8. Be patient

9. Be flexible

10. Believe in what you are doing

In addition, the ABE teacher must know the subject matter. This requires study. Keep up with new curriculum and methods. Attend in-service and other workshops. Learn various ways to explain materials to the learner. If one method or material doesn't work, keep experimenting and trying new approaches. Plan your lessons in response to the needs of the students.

Lastly, meet with other ABE teachers to mutually reinforce and replenish each other.

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Pearce, Frank C. "Basic Education Teachers: Seven Needed Qualities," Adult Leadership. January, 1968.

SAGE (Skills for Adult Guidance Educators). Northwest Regional Educational Laboratory, Adult Education Program. Portland, Oregon. April, 1975.

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PROFESSIONAL RESPONSIBILITIES

When a person assumes the title and role of teacher, he or she also assumes the burden of responsible behavior and professional judgment. Professional judgment is the product of training and experience; responsible behavior is a product of meditation and maturation--the development of attitudes and understanding which result in commitment or dedication to a cause or an ideal.

Part-time personnel (particularly in adult education programs) represent a nearly unique group. Most part-time adult education teachers regard their employment in adult education as a secondary or incidental endeavor. Because of that attitude, they find it difficult to become professionally involved or committed to teaching adults, even though the positions represent what probably is the most responsible and enjoyable job in the entire education field--teaching and working with adult students who are highly self-motivated, and openly appreciative of the opportunity to learn.

For the sake of education, it is necessary for administrators and teachers alike to recognize the unusual circumstances affecting personnel management with regard to staffing of adult education programs. As the list of rights and privileges accorded part-time teachers grows, a concerted effort must be made to define and understand the responsibilities which also accumulate.

Areas of Responsibility to the Profession

1. Work with your fellow teachers and your administrators

2. Cooperate with all personnel in the adult education program and with personnel with whom you share facilities

3. Be an informed representative of your complete adult education program

4. Keep abreast of current literature and practices in adult education

5. Join and actively support professional organizations related to adult education and areas of instructional responsibilities

Teachers of adults must assume responsibilities commensurate with their professional status, rather than viewing assignments only in terms of monetary returns.

ABOUT THE STUDENT

Before you go and meet your first class, there are some things that you should know about your students. You must have some understanding of the students and the needs that motivate them to be in your class.

The following comments are meant to give some insights into their learning characteristics, their social background and some of the factors with which you must deal just because they are adults.

Since many beginning teachers in the ABE/AE field have a background of working with children it is appropriate that you look at some of the adult learner's characteristics in comparison to children.

1. The adult is older. Though this is obvious, there are a number of implications. Vision is one of the first things that should be checked in adults. The focal accommodation power of the human eye reaches its maximum at about age five and diminishes slowly until around age sixty. After sixty there is little appreciable change in healthy individuals. Since most ABE students do little if any close work they may well not be able to learn to read without the aid of glasses which is one of the most overlooked areas of health care in the lower socio-economic group. Be careful to run some form of informal vision check on your students.

   Hearing is another primary factor in the teaching-learning process. The ABE group has often worked for prolonged time in jobs that can cause occupational deafness. They often have chronic infections of the ear which may have done permanent damage. If permanent damage has not occurred, the hearing problem is still very real until the infection is cured. Hearing should also be checked immediately and informally.

   Physical endurance is a factor that is ignored by most educators. The act of holding your head in a position for study or listening for a prolonged time takes physical endurance. The ABE/AE student

is often in poor physical condition. His/her muscle tone is poor from lack of exercise, poor diet, and chronic illnesses. The conscientious teacher should allow an informal atmosphere so a student may move about, take breaks, and change activities as his/her own needs dictate. Age in all persons causes a degree of poor health. This is compounded in the ABE/AE student by poor diet, poor health care, and a myriad of psychosomatic illnesses.

2. Adults have had more experience. Age and other factors may have slowed down the adult's learning somewhat but the vast background and experience upon which the adult has to draw more than make up for the difference. When teaching a child to read there are many abstractions that a child must be taught which the adult already comprehends. Experience also gives the adult a different perspective of life and its realities.

3. Adults are goal oriented. Learning must be oriented to concrete outcomes. One of the teacher's chief functions is to determine the specific goals of each student and orient the learning to achieve these goals.

4. Adults do not comprise a captive audience. If you are not filling the needs of the students, they will not stay. They have no patience with tasks that they do not see accomplishing their goals. As soon as they feel frustrated, they do not return. Many have had a hard day's work and resent having productive leisure time wasted.

5. Adults are mature persons and resent being talked down to. Elementary school teachers are sought for ABE/AE due to their expertise in reading instruction. But, according to a study done by Davis and Wright, elementary teachers have the largest student dropout rate before receiving training or experience in ABE/AE.

6. Adults form a more heterogenous group than children. The regular K-12 classroom usually has about a three year maximum age variable and a six year mental age variable. An ABE classroom of ten often has a student age span of as much as fifty years. This means an experience and mental age span even greater.

7. Adults have a far greater variety of motives for attending classes than children. The adult may be attending class to gain or upgrade employment skills. The adult may be in your class purely because he/she enjoys the social environment, or because he/she finally has the time to catch up on an opportunity missed years earlier. It behooves the teacher to become sensitive to these varying needs and mold the student's program around them.

8. At this point it might be appropriate to look at a comparison of types of students. The student who walks in voluntarily is a non-recruited person who has been internally motivated to come back to school. The recruited has been referred and brought in by a worker from a public agency or by yourself or your students and tends to be a much more delicate case to deal with.

Walk In	Recruited
Resourceful	Dependent
Identified Need	Non-directed
Motivated	Low to no motivation
Adjusted	Emotional-psychological problems
More Affluent (employed)	Destitute
Hopeful	Hopeless
Better Educated	Low entry level achievement

The recruited student is more often from the poverty group. The following excerpt from Curtis Ulmer's book, Teaching The Culturally Disadvantaged Adult,* may give some insight into the difficulties faced by many of your students.

What is Poverty?

You ask me what is poverty? Listen to me. Listen without pity. I cannot use your pity. Listen with understanding.

Poverty is living in a smell that never leaves. It is the smell of young children who cannot walk the long dark way in the night. It is the smell of milk which has gone sour because the refrigerator doesn't work, and it costs money to get it fixed. It is the smell of rotting garbage.

*From the book, Teaching the Culturally Disadvantaged Adult by Curtis Ulmer © 1972 by Prentice-Hall, Inc. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Poverty is being tired. I have always been tired. They told me at the hospital when the last baby came that I had chronic anemia and that I needed a corrective operation. I listened politely. The poor are always polite. The poor always listen. They don't say that there is not money for the iron pills or better food or worm medicine. Or that an operation is frightening and costs so much. Or that there is no one to take care of the children.

Poverty is dirt. You say, "Anybody can be clean." Let me explain about housekeeping with no money. Every night I wash every stitch my school-age child has on and hope her clothes dry by morning. What dishes there are, I wash in cold water with no soap. Even the cheapest soap has to be saved for the baby's diapers. Why not hot water? Hot water is a luxury. I do not have luxuries.

Poverty is asking for help. I will tell you how it feels. You find out where the office is that you are supposed to visit. You circle the block four or five times, then you go in. Everyone is very busy. Finally someone comes out and you tell her you need help. That is never the person you need to see. You go to see another person and, after spilling the whole shame of your life all over the desk between you, you find that this isn't the right office after all.

Poverty is looking into a black future. Your children won't play with my boys. My boys will turn to other boys who steal to get what they want. And my daughter? At best there is for her a life like mine.

"But," you say to me, "there are schools." Yes, there are schools. But my children have no books, no magazines, no pencils or crayons or paper. And most important of all, they do not have health. They have worms. They have infections. They do not sleep well on the floor. They do not suffer from hunger, but they do suffer from malnutrition.

Poverty is cooking without food and cleaning without soap. Poverty is an acid that drips pride until all pride is worn away. Some of you say that you would do something in my situation. And maybe you would--for the first week or the first month. But for year after year after year?

In summary, it must be remembered that the ABE/AE student usually has a long history of failure to overcome. As the teacher you must overcome these failures and insecurities. A rapport of trust between you and your students must be developed. Honest caring for each individual in the class is an essential. Allowing for and making use of the vast differences will help mold your class into a learning co-operative.

Due to family, social, and health problems many students will not attend well; particularly at first. This pattern can be gradually overcome as a student's self esteem improves and confidence in you and his/her ability to learn and grow. Another important aspect of retention and attendance is a strong group learning situation in which the adult student plays a social role and feels a sense of belonging and achievement.

Remember, do not force your values upon your students. Be the example of all you hope to teach about reliability, responsibility, care and understanding, and teaching ABE/AE will be one of the most rewarding experiences of your life.

You must remember at all times that these are generalizations and every student lies somewhere within the possible spectrum of combinations. The ideas presented above are to give you a framework within which to observe your students and make yourself aware of possible sensitivities which they may have.

Here are three lists of things you might do to help you be more effective as a teacher.

Teaching Tips

1. Treat them as they are--adults. They have a wealth of material for you, too. Learning is a two-way process. Use their experience.

2. Use their time wisely. They are in class for a reason. The sooner they can accomplish their goal, the better for both of you.

3. Use pressure sparingly and use a great deal of reinforcement. They have other responsibilities (job, family, home) which also demand their time.

4. Give them a break. An hour of learning new skills can be tiring. Take a break. Have coffee or refreshments available if possible.

5. Set a good climate. Be honest and frank with adults. Remember, they aren't grown up children.

6. Be sure the surroundings are comfortable; lighting, heating, etc.

7. Get them to participate. Their input will enrich your class.

8. Use your community resources such as police, library, YMCA, YWCA, courts, stores, businesses, etc., so that your students can relate not only to their community, but to a larger degree also.

The First Meeting

1. Greet them, introduce yourself, have your name written, either on a name tag, blackboard or bulletin board where they can see it. Give them name tags also.

2. Keep things on an informal basis, but at an adult level. Try to make them at ease as this is an embarrassing situation for most of them.

3. Review the program objectives. Discuss it with the group. If it is an individualized program then you need only to discuss it with the individual. Ask questions so the group will respond. Try to get the feel of the group and their reactions so that you can plan accordingly.

4. Make yourself understood. After all, you want them to learn to be effective in communication so be a good example. Speak slowly and distinctly. Use large writing when using blackboard. Speak to your group and not to the blackboard. Finish your sentences before you turn around again to the blackboard.

5. Fill out necessary forms, explaining clearly why they are necessary. Help each individual as needed. Be sure there is plenty of time so that the adults do not feel pushed or hurried by time.

6. Ask for questions, suggestions, or comments. You may not get any the first meeting because the group probably will be shy but if you're doing a good job, they will comment in forthcoming sessions.

7. Be relaxed. They are adult, too, and know you're not perfect. So don't try to be. If you plan your sessions and they are well organized, your class will know it.

Rapport

1. Be yourself. These are adults you are dealing with and they are usually masters at spotting inconsistencies (phonies).

2. Be honest. They will understand when you make mistakes because they have had the same feeling (probably many times).

3. Make them feel at ease. Get them to contribute to the class. They are there for a reason. Help them to see their needs.

4. Remember that they can and will learn but they also tire more rapidly than children. They can't go the same pace as they used to.

5. Homework: Be brief. Say what you are going to say. Many teachers sometimes feel that they have to expound and are notorious for this!

6. Be generous with your praise. They need sound and honest appraisal.

YOUR WORK AS AN ABE INSTRUCTOR

1. Overview

Many ABE instructors report that the discrepancy between theory and practice is nowhere greater than in the ABE classroom. It is easy, though, to see where the discrepancy comes from. Entire college curricula are devoted to preparing people to be effective teachers at the elementary or secondary levels--the ABE instructor is lucky to have a single workshop under his belt before he enters his class. His expectations for the classroom probably are those formed by his college and work experiences, and these experiences are not always pertinent to the ABE situation. As you will see below, the ABE classroom bears little resemblance to the typical elementary or secondary classroom. For one thing, the students are all adults. Also students do not attend on a regular basis because of other time commitments, and the ABE curriculum is much more flexible than the traditional, set school-oriented curriculum.

In what follows, an attempt will be made to provide you with some generalizations--and some specific procedures--that have been drawn from the work of successful ABE instructors. While not all of your problems and questions can be anticipated, let alone dealt with in this Handbook, it is hoped that useful structures and processes for guiding your inquiry can be provided.

2. The ABE Classroom

ABE classrooms can vary greatly. They may be "Drop-In Centers" where students work individually with mostly self-instructional materials. In this situation the instructor usually functions as a resource person, answering individual questions and helping students on a one-to-one basis.

On the opposite end of the scale, the ABE classroom may resemble what we normally think of when we use the term "classroom." The instructor presents material to students, perhaps prepares various kinds of learning activities engaged in by the entire class. The instructor may divide the class into groups to work on different material or subjects, but basically each person in the class works on the same material.

In your classroom, students will probably come and go at different times because they have jobs or other responsibilities. Some students may only participate for one or two days, others for longer periods of time. Consequently, your ability to be flexible and to adapt what you are doing on the spot will be a valuable skill. Many experienced ABE instructors, in fact, argue that the traditional view is inappropriate to the needs of the ABE student, who tends to have a very specific want, and who wishes to work at his or her own pace.

3. The Teacher's Responsibilities

Most ABE teachers are specialists in reading and math or in preparing students to take the General Educational Development (GED) test. The latter group has an especially difficult task, for these teachers must have command of all the areas covered by the GED exam--and they must have the flexibility to cover any part of any area in such a way as to accommodate the immediate needs of the students. You must thus be capable of presenting both a quick sketch of material for students somewhat acquainted with a subject, and more lengthy treatments for students who need substantial improvement in their abilities.

Your responsibilities may also involve you in teaching an Adult Practical Literacy (APL) curriculum. APL is essentially an alternative to a GED program, and it focuses on helping adults perform those societal tasks that a "successful" adult can do. Though many programs contain APL-like tasks, such as, for example, consumer economics, health education, job-related skills, etc., the characteristic of APL is that the various tasks are packaged into a neat, clear curriculum; they have been verified as reliable and accurate through a national research effort; and they demand an individualized, systematic approach.

No matter what your curriculum area, the sooner you develop for yourself a "bag of tricks" that is your own and that you have confidence in, the better you will be able to respond to your students' needs in effective and meaningful ways.

Acquaint yourself with the materials in your ABE center. Think of ways those materials could be adapted. Try to get your students to help you think of ways to use material more effectively. Practice how to develop your own materials. Many ABE centers depend on self-instructional materials geared to specific learning needs, and such materials are very helpful in allowing numbers of students to work at their own level on specific problems they have. As you examine current materials or develop your own, try to put yourselves in the shoes of your students. What questions might they ask? How would you answer?

As you gain experience, you will have new ideas. Try them out, and then try to get your students to respond to what you tried out, so that you can modify your ideas. In this way, you will quickly develop your range and your repertoire.

4. A Cycle of Instruction

Whether or not they carefully attend to it, all teachers follow in their work a fairly simple series of steps. These steps may be termed an "instructional cycle," and the purpose of the following discussion is to help you respond more effectively to the needs of your students by focusing your attention on these instructional steps.

a. Assess the learner's needs.

In the typical "classroom," assessment of learners' needs is done by the teacher who arbitrarily decides what it is that the students will learn. In an ABE setting, however, more careful techniques are required because the adult student will quickly lose

interest if the material being taught is perceived as not meeting his needs. Normally, especially in reading and math, assessment is accomplished by means of a diagnostic test. Such tests can be supplemented by informal discussions with the student. In informal discussions you can get a much clearer "fix" on the student's needs by understanding the context in which the need exists. Informal assessment may uncover identifications of "other" needs which might hinder "success." A shared understanding of student needs is the key to successful accomplishment of each of the remaining steps. By involving the student in assessment and having him share his purpose or reason for being in the program, more relevant learning experiences can be designed. At the end of this section, you will find a "Basic Skills Checklist," also see the following section "Diagnosis and Placement."

b. Set Goals with the Student.

Again, in the typical classroom, goals are set by the instructor: "At the end of this course, you are expected to be able to..." But with adult learners, it is likely that progress will be much easier if the student is able to agree with the teacher on a goal to work towards. The goal may be simply to read at a functional level, or to pass the GED or be a better homemaker or consumer. Whatever the goal, the student will reach it more quickly if he helps develop it. The teacher can, at this stage, exercise an important effect on the student by helping him expand his goals. In general, goals are determined by working from the assessment of the learner's needs, but by helping the student see goals that had not previously occurred to him, the teacher provides a precious service. The "Ladder of Student Goals" at the end of this section may help you accomplish this step.

c. Choose an Instructional Mode Likely to Lead to Achievement of the Student's Goals.

Most teaching can be subsumed under one of the following "modes:"

(1) Lecture--teacher talks about something

(2) Discussion--teacher and student(s) talk about something

(3) Activity--students do something

(4) Tutorial--teacher helps student do something

(5) Demonstration--teacher does something, hoping students will imitate

The program structure of the ABE center in which you work may limit to some extent the instructional modes you are able to use. But ask yourself whether the "mode"--the means by which content is transmitted--is appropriate to the learning the student wishes to get. If, for example, the student wants to learn to figure percentages, he should have ample opportunity to engage in the figuring of percentages. As self-evident as this seems, in many classrooms students are taught to write by having them memorize what the rules of writing are.

d. Choose Activities Likely to Result in the Achievement of the Student's Goals.

Activities may be supplied to teach content which is keyed to diagnostic tests, as is the case in self-instructional materials. The point to be remembered is that when content, instructional mode and activities complement each other, learning is likely to take place more quickly. A simple example of a case in which they do not complement each other might be the following: A student with a reading difficulty wishes to learn to perform basic math operations. He is given a series of written problems to practice basic operations. Why do content, instructional mode and activity fail to complement one another in this example?

e. Choose Appropriate Materials.

As an ABE instructor you will probably have least latitude in your choice of materials--they are expensive, they are consumable, they are fragile. You'll probably have to use what is provided in the ABE center or develop your own. Try to use them in ways that complement the other steps of this instructional cycle. You may be able to find ways to adapt and modify materials to meet more needs than you thought. You may have the opportunity to develop your own materials. One aid to doing this might be the "Learning Package Format" found at the end of this discussion (p. 3-63).

f. Assess Progress with the Student.

Progress can be measured formally--by means of an instrument similar to that with which this cycle began--and informally, discussing with the student his progress towards his goal. Frequent checks to mark progress can help build a positive feeling of accomplishment in the student as well, of course, as help you to modify what you are doing so that the student's need is more effectively met.

5. Building the Self-Image of the Student.

As is stressed elsewhere in this guide, adult learners are often persons whose self-image has been badly damaged. There are things you can do, however, to help repair the damage. These things will not guarantee success, of course, but they may be more effective than simply having good intentions.

a. Learn to listen and pay attention to what is being said. Just as you can tell whether you are being listened to, your students can tell whether you are listening.

b. Stress the successes your students are having. Show them how they were responsible for the success. In some cases you can create a climate of success by, for example, posting on a classroom wall roles of successful experiences, such as students who have passed the GED and so forth, though you may in this case also run the risk of inadvertently pointing out the students who failed. The point is, try to show students that success is possible and frequent, and try to reward success.

c. Help your students learn to recognize and define problems they have, so that they grow away from the tendency to think of themselves as failures. To have a reading problem is not to be a failure as a person.

d. Build the feeling that it's "cool" to learn by showing your students that you, too, are a learner. Many people feel that it's "cool" to be dumb.

e. Help your students learn to depend on themselves, and to grow away from depending on you or others to make their decisions. Help them become self-reliant citizens.

DIAGNOSIS AND PLACEMENT

There is frequently some discussion about the issue of testing students upon entry into an Adult Basic Education program. Many feel that entry testing is threatening to the returning student and may cause him to reject the ABE course offerings. It is obvious, however, that some diagnosis of skills is necessary in order that the student be given meaningful materials which challenge rather than insult him. How can this diagnosis be carried out so that it will be meaningful to the classroom teacher and be a positive experience for the student?

In planning a testing program for ABE, the first important question to be resolved is "Why test?" Meaningful goals of the testing program should be laid out so that administrators, instructors, and students will all know why tests are being given and how test results will be used in planning classroom activities.

A decision must be made about the timing of diagnostic testing. Will it be done before a student is assigned to a class? Will there be a waiting period while the student becomes familiar with the entire program? Will it be done only at student request? Or, will testing take place only at the end of a given program or cycle? Any ABE program must resolve these questions in order that a standard policy be maintained for students, staff, and administrators.

Anything which appears threatening to the ABE student may encourage him to leave the course. Therefore, the test situation must be made comfortable for the student. The following rules should be kept in mind when setting up a testing program:

1. Establish a trusting and comfortable relationship prior to testing
2. Carefully explain the purpose of the test
3. Create a relaxed and informal testing atmosphere
4. Use tests which are appropriate for adults
5. Use test results as part of the counseling process
6. Consider cultural differences when selecting and interpreting tests

After deciding when to test, an ABE program must decide what testing program to utilize. Usually, testing is done in two critical areas: reading and mathematics. Results of a reading test will give approximate grade level; these data will be used in placing the student in appropriate materials. A mathematics test will ascertain how many skills are already held by the student and will give the instructor information on what materials are relevant to the student's current needs.

There are two general approaches to the testing of reading level. The first, the reading inventory, is an oral approach to testing. In a reading inventory, the student will be given progressively more difficult reading materials until his reading level of competency has been determined. An instructor may choose to use a standardized reading test either to supplement an informal reading inventory or in place of one. While standardized tests give acceptable grade scores, there are few really good standardized reading tests suitable for use with adults in the lower reading levels. An instructor must constantly consider whether materials he assigns to a student at a lower level will be insulting in their childish content. Too, standardized tests are all too often normed against children rather than adults, and grade scores may be considered invalid.

A mathematics diagnostic test may be used in order to ascertain the level of skills of the student. Is he proficient at whole numbers? Fractions? Decimals and percentages? All too often, standardized mathematics tests utilize almost exclusively "story problems." These problems test not only math level but also reading level. Frequently ABE students have reading and math skills that are not at all congruent. Therefore, a diagnostic math test should be largely computative with, perhaps, some story problems in addition to the computative problems. The student should be encouraged to work as far as he can, with the explanation that his instruction will begin on the areas in which he shows weakness on the diagnostic test. The instructor can quickly determine needs when looking at a well laid-out math test.

An alternative approach to diagnosing placement for an ABE student has been designed by the Extension Teaching and Field Service Bureau of the University of Texas. Feeling that a test upon entry may represent a major threat to the ABE student, they have designed an information sheet which acts as a placement instrument.

The teacher can help lessen the new student's fears of testing by suggesting that he correct his own entry placement test. The idea that he can check himself and that the

instructor is not interested in spying on him often help the student to relax and work easily on the placement device given. Too, this can help lessen the instructor's correction load.

Some examples of possible placement tools and some suggestions for further references follow.

Quick Oral Reading Placement Guide

On the basis of information gathered from the Adult Basic Education applicant-teacher interview, the student will be presented with a reading selection which he will be asked to read orally. The teacher will then determine whether or not he is competent on this particular level.

Informal Reading Inventory

Provided the student shows ability with the selected reading he will be given progressively more difficult reading matter until his reading level competency has been determined.

Once the reading level has been diagnosed, the student will be given the appropriate materials. If class sections are divided by achievement levels, he also will be assigned to that section corresponding with his apparent ability.

Ability to read Selection:	would indicate _ grade ability.
A	1st
B	2nd
C	3rd
D	4th
E	5th

If the applicant displays proficiency at the highest reading selection in this inventory battery, he will be assigned to the corresponding class section and there will receive the reading placement test to place him in an SRA Reading Lab and determine his reading grade level upon entrance.

Reading Inventory

A.

"Bob," said Tom,
"That man took the car!
He lives in a big house.
His name is John Brown.
Let us stop him."

B.

Bob wanted to go fishing. He went to the lake. He saw a man there.
"Are there many fish in this lake?" asked Bob.
"Yes Sir!" said the man.
"What kind of fish are they?" asked Bob.
"We catch many bass and catfish in this lake," said the man.

C.

John likes to keep his home looking beautiful. To do this, he has found he must paint every three or four years.

As soon as spring arrives, he will get out his tools. He needs a ladder, putty knife, scraper, wire brush, paint, and paint brushes.

John likes to scrape and brush the surface to remove dust and old paint that is scaled. He also fills in loose putty around the windows.

D.

Harry stood in line at the employment office. He was big and strong and a good worker, but he hadn't worked for a year and a half. He wanted a job very much.

Finally his turn came. The man at the desk asked if Harry could do cement work. Harry was happy. He knew he was one of the best cement workers around. "Yes, I can do cement work," said Harry. "Where do I go and when do I start?"

"Here is the address, and you start today," said the man at the desk.

E.

The men usually worked by two's standing with their feet in the icy river water. With big hats to keep off the sun, they shoveled great mounds of dirt from the spot where they believed gold to be buried. Then one man held a sieve made of loosely bound willow branches over a common cooking pan. The other man shoveled earth into the sieve. When the pan was full, the men carried it to the river and lowered it into the water.

Then with sticks they stirred the earth until most of it flowed over the top of the pan and was carried away. The pan was turned and sifted until the sand had washed away and the gold lay shining in the bottom. Sometimes the gold was found in pieces the size of a nut but more often in the form of dust or sand.

INFORMAL READING INVENTORY

Here is a sample check sheet that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name_____ Date_____

Education_____ Institution_____

Vocabulary Difficulties

Letters transposed _____
Pronunciation _____
Beginnings omitted _____
Endings omitted _____
Reversals _____
Words confused _____
Sounds added _____
Sounds omitted _____

Context clue _____
Picture clue _____
Phonic difficulties _____
_____
_____
_____
_____
_____

Comprehension Difficulties

Poor memory _____
Directions _____
Detail reading _____
Summarization _____

Word reader _____
Punctuation _____
Directional skills _____
Repetitions _____

Special Difficulties

_____

_____

_____

Reading Levels

Independent___ Instructional___ Frustration___ Capacity____

Series used_____

Materials recommended_____

_____

Suggested Standardized Tests

1. Gates - Primary, Forms 1, 2, 3 Type PWR, Type PSR, and Type PPR-Psychological Corporation
2. Gilmore Oral Reading Tests, Forms A, B-Psychological Corporation
3. Adult Basic Education Student Survey, Parts 1 & 2--Follet Publishing Company
4. Adult Basic Learning Examination (ABLE)--Harcourt, Brace, Inc.
5. California Reading Test, Elementary Forms, W, M, Y, Z--California Test Bureau
6. Gates Reading Survey, Forms 1, 2, 3--Psychological Corporation
7. Iowa Silent Reading Test, Elementary Forms Am, Bm, Cm, Dm--Psychological Corporation
8. Iowa Test of Basic Skills, Forms 6, 7, 8 Grades
9. Botel Reading Inventory, Pennsylvania Valley Publishers, Inc., State Col. Penn.
10. Gilmore Oral Reading Test, New York, Harcourt, Brace, Inc.
11. Gray Oral Reading Test, New York, Bobbs-Merrill
12. Wide Range Achievement Test

Bibliography of Reading Inventories

Austin, Mary C., Clifford L. Bush and Mildred H. Huebner, Reading Evaluation: Appraisal Techniques for School and Classroom. (Sample informal inventories)

Buros, Oscar K., Ed., Reading Tests and Reviews. Highland Park, NJ: The Gryphon Press, 1968. (Descriptions of standardized reading tests and critical evaluations).

Johnson, Marjorie S. and Roy A. Kress, Informal Reading Inventories. Reading Aids Series, Newark, DE: International Reading Association.

Smith, Nila B., Graded Selections for Informal Reading Diagnosis. New York: New York University Press, 1959, 1963.

Vios, Ruth G., Evaluating Reading and Study Skills in the Secondary Classroom. Reading Aids Series, Newark, DE: International Reading Association, 1968. (Detailed instructions on preparation, administration, and scoring of informal tests)

Diagnostic Math Test

1. Add

$$\begin{array}{r} 863 \\ +\ 749 \\ \hline \end{array}$$

2. Add

$$\begin{array}{r} 9987 \\ 8769 \\ +\ 5867 \\ \hline \end{array}$$

3. Add

45 + 8 + 687 =

4. Subtract

$$\begin{array}{r} 503 \\ -\ 217 \\ \hline \end{array}$$

5. Subtract

$$\begin{array}{r} 11111 \\ -\ 8695 \\ \hline \end{array}$$

6. Subtract

243 - 136 =

7. Multiply

$$\begin{array}{r} 42 \\ \times\ 3 \\ \hline \end{array}$$

8. Multiply

$$\begin{array}{r} 83 \\ \times\ 29 \\ \hline \end{array}$$

9. Multiply

$$\begin{array}{r} 512 \\ \times\ 405 \\ \hline \end{array}$$

10. Divide

$8\overline{)520}$

11. Divide

$60\overline{)4920}$

12. Divide

6960 ÷ 12 =

13. Compare each pair of numbers. Mark an x in the third column if the two differ.

2242	2224	____	2500	25000	____
3428	3248	____	98	89	____
912.9	91.29	____	62429	62429	____
7058	750.8	____	62409	62409	____
6397	6379	____	62924	62294	____

14. Add

$$\begin{array}{r} \frac{3}{8} \\ +\ \frac{2}{8} \\ \hline \end{array}$$

15. Add

$$\begin{array}{r} 6\ \frac{5}{8} \\ 11\ \frac{1}{2} \\ +\ 3\ \frac{5}{6} \\ \hline \end{array}$$

16. Subtract

$$\begin{array}{r} \frac{13}{15} \\ -\ \frac{2}{3} \\ \hline \end{array}$$

17. Subtract

$$\begin{array}{r} 7\ \frac{3}{8} \\ -\ \frac{7}{12} \\ \hline \end{array}$$

18. Multiply

$\frac{5}{8} \times \frac{3}{4} =$

19. Multiply

$1\ \frac{7}{8} \times \frac{2}{3} \times \frac{3}{4} =$

20. Divide

$\frac{7}{8} \div \frac{2}{3} =$

21. Divide

$4\ \frac{2}{3} \div \frac{3}{5} =$

22. Add

12.967 + 67.5798 + 345.01 =

23. Multiply

.0023 x .785 =

24. Divide

$4.5\overline{)1\ 1\ 7}$

25. Divide

$.008\overline{)2.4}$

26. Complete

75% of 32 =

27. Complete

5.5% of [illegible] =

28. Solve

n + 2n - 8 = 67 n=_____

29. Solve

$\frac{15}{n} = \frac{12}{16}$ n=_____

Complete the following. Express each fraction in simplest form.

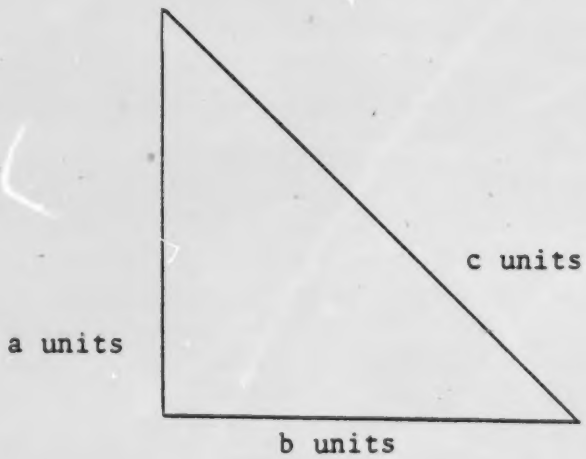
	Fraction	Decimal	Percent
1.	$\frac{1}{2}$	_____	_____
2.	$\frac{1}{4}$	_____	_____
3.	$\frac{3}{5}$	_____	_____
4.	_____	.4	_____
5.	_____	.03	_____
6.	_____	.625	_____
7.	_____	_____	7%
8.	_____	_____	37.5%
9.	_____	_____	95%

Use the triangle below to help you complete the following:

1. If a = 6 and b = 8
   then c = _____

2. If c = 29 and b = 21
   then a = _____

$c^2 = a^2 + b^2$



1. Mrs. Green gave a ten dollar bill in payment for a purchase amounting to $3.98. How much change should she have received?

2. If a box contains 40 envelopes, how many envelopes will there be in a case of 24 boxes?

3. Arthur McDuffer shot these golf scores: 96, 106, 98, 101, 97, 105, and 94. Find his average score.

4. The price of a share of Silver Mine stock went from 53 3/8 down to 46 3/8. How many points did it drop?

5. A board 1 3/4 ft long was sawed off a 6 1/2 ft board. How large was the piece of board left?

6. Multiply 4.2 by 1.8 and divide the product by .018.

7. X decreased by 15 equals 37.

   X =

8. Mr. Smith placed $1,000 in a bank and left it there for two years. If the interest were compounded annually at a rate of 5%, how much would Mr. Smith have at the end of 2 years?

9. 15 is 30% of what number?

The Information Sheet

A considerable amount of information is necessary in order to complete each student's file-folder and it is felt that several things might as well be accomplished at once, so questions relating to the file-folder information are used as the basis for a placement instrument. This test is devised in such a manner that the student feels that he is filling out an application questionnaire, rather than taking an examination.

Later, the student's instructor or the teacher-aide can transfer the information from the placement instrument to the file. The placement instrument accomplishes at least three purposes simultaneously. One, it offers a gross placement for the incoming student. Two, it accumulates necessary information for the student's information file. Three, it puts the student "at ease" in the sense that the student feels that he is still in the preliminary stages of his enrollment and is not yet under stress. Also, the instrument gives the instructor a good beginning for judging the student's usable vocabulary, grammar, punctuation, spelling, and reading ability, all of which is invaluable information in setting up a program of individualized instruction for the student.

Briefly, the rationale for the placement instrument is as follows: If the student can read at all, and can write at all, then the questions coming under the "A" section can most likely be answered. If the student goes no further than the "A" section then he is a Level I student and should be placed in the appropriate worktexts. If a student forges ahead into the "B" section, but fades before he finishes, he should be placed in the terminal Level I group or into the low Level II group. If the student goes straight through the "B" section answering the questions as they stand, with accurate and clear answers, then clearly he should be placed into the top end of the Level II group with Level III material ready for him. If the student sweeps right on into the "C" level questions and answers them correctly, which means <u>without</u> misspellings or bad punctuation or grammar and <u>with</u> understandable responses which are pertinent to the questions, then the student should be placed in G.E.D. preparatory material and readied for the G.E.D. tests. Of course, if he has some degree of capability in understanding the wording of the questions in section "C", but falters in answering, the student should be placed in Level III, and psychologically, as well as academically, readied for entry into the G.E.D. preparatory level.

Developed by
Extension Teaching & Field Service Bureau
Division of Extension
The University of Texas at Austin
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Information Sheet

A. 1. Write or print your name:_____

2. What is your address?_____

3. What is the date today?_____

4. Do you have a telephone?____ What is the number?

_____

5. Are you married?____ What is your husband's name (or wife's name)?_____

6. When is your birthday?_____

7. When were you born?_____

B. 1. Are you a citizen of the United States?_____

2. Are you a citizen by birth or by naturalization?____

_____

3. Do you maintain private transportation?_____

4. If so, what type?_____

5. Do you possess a valid driver's license?_____

6. What is your ethnic origin?_____

7. Are you a registered voter in the State of Texas?___

8. If you are presently employed, please indicate whether you are employed on a full-time or a part-time basis._____

9. How long have you worked for your present employer on the job which you now hold?_____

10. Do you subscribe to an Austin newspaper?_____

11. Do you subscribe to other newspapers or magazines?

_____

12. If so, please list them._____

13. Do you own (or have ready access to) a T.V. set?___

14. Do you own a radio or is one available to you?_____

15. Please answer with either fine, good, fair, poor or bad the following questions:

    a. How is your vision?_____

    b. How is your hearing?_____

    c. How is your general health?_____

16. Please write in words the number of times you estimate that you visit the doctor each year._____

17. How did you learn about this program?_____

C. 1. Please write a brief and pertinent paragraph explaining how you were made aware of this program.

_____

_____

_____

_____

2. Please write a paragraph telling the aspirations which you have that you feel can be enhanced or furthered by the program which you are now beginning.

_____

_____

_____

3. Please write a paragraph about yourself, as you see see yourself. You may reiterate the information which you have already given in the above paragraph.

_____

_____

_____

_____

4. Give me that information which you feel will be most helpful in aiding an instructor who is trying to prepare a program of instruction suited to your particular needs.

_____

_____

_____

_____

COUNSELING AND GUIDANCE IN THE ADULT BASIC EDUCATION CLASSROOM

by Jerry Brown

This section of the Adult Basic Education handbook is intended to assist the teacher in understanding the need for counseling and guidance in the local Adult Basic Education program. The task of the ABE teacher has become increasingly complex due to the ever changing nature of our society. The changes in society are created, in part, by technological advancement, occupational diversity, specialization of roles, unemployment, fragmented family life and extreme mobility. These are just a few examples of the pressures that people are forced to cope with every day. Because of these pressures the local ABE setting is no longer an educational agency that only offers the opportunity for students to improve their skills in reading, writing and arithmetic. The local program is quickly evolving into a center that the students are recognizing as a source of help. This is evidenced by the expanding curriculum being offered by Adult Basic Education. ESL classes and Consumer Education are two examples. Because society is in a constant state of change it requires its members also change. This change, in turn, causes stress because change seldom occurs unless it is accompanied by a loss of old established and comfortable behaviors. In many instances the students are forced to change from comfortable and secure patterns of behaving into behaviors that are uncertain and frightening. For example, a woman may have to re-enter the job market after a divorce. Being unmarried, the head of the household, and with children solely dependent on her creates additional anxieties she did not have to cope with before. A young person who earlier dropped out of school now finds himself in a highly competitive job market in which he is not able to successfully compete. The decision to re-enter a classroom could be extremely frightening.

A man forced out of work due to technological advances and faced with the problem of supporting his family finds himself making a career change in mid life. These are only a few examples of people who are forced to give up old established patterns of being in order to cope with change.

Stress, worry, anxiety, helplessness, anger and depression are disabling emotions that are experienced as people are forced to change patterns of behavior. These emotions are disabling in the sense that one cannot think clearly and make rational decisions regarding himself when there is constant stress and anxiety present in one's life. Emotional stress also keeps the student from realizing his full potential as a unique human being. So much of his energy is spent

trying to cope with the distressing emotions in his life that he has little energy left to develop his human potential. It is against his background of stress that the student comes to the Adult Basic Education classroom and asks for help. To this point in life the student may have faced several destructive and disabling experiences which resulted in failure or may have contributed in some way to a loss of self-esteem, dignity and pride. As students reenter the classroom they will be afraid of failure, they will not want to face a personal loss again and they will want the teacher to help them.

The Role of the ABE Teacher

The teacher is in an excellent position to be a helper to the student. However, the role of the helper is a very complex role.

One of the primary functions of the helper is to provide a climate for the student that will minimize the fear of failure and restore a sense of well-being and self-esteem to the student.

In order to function as a helper, the teacher must provide for helping the entire person, physically, emotionally and intellectually.

Physically, the teacher can help by establishing a classroom that is appealing, comfortable and informal. It is important that the physical needs of the student be met to provide a sense of comfort and acceptance.

Emotionally, the teacher can help by providing a supportive climate free from external threat. An environment free from external threat will help by recognizing that the student will have potential feelings of fear or anxiety that is often associated with a traditional classroom setting. This will allow the individual the freedom to experience his full potential as a capable and dignified human being.

Intellectually, the teacher is a helper by providing the student with the opportunity to develop academic and educational skills that will assist him in developing a more functional life style.

The teacher's role, as we have described it thus far, is one of a helper to the student. The function of the helper is to provide a supportive and positive climate free from as much threat as possible. By reducing the

threat the helper also reduces the anxiety and stress. As stress reduces for the student his ability to succeed academically increases, and as the student experiences success he tends to regard himself as a successful person.

It is important to note that the teacher is not a counselor spending a great deal of time involved with students in a close interpersonal relationship that characterizes the relationship between a counselor and his client. Instead the teacher can be seen as a positive, supportive member of the student's environment and viewed by the student as providing him with continual successful experiences.

For a teacher there is always an alternative to being a helper. The other alternative to helping students realize their full potential is to hinder students in their efforts. There can be no middle ground for the teacher. He either helps or he hinders the students. The teacher can hinder others by providing threatening, destructive experiences in the classroom. The result being that the student has increased anxieties and fears. Thus he is not achieving his potential and capability. The teacher who is not a helper providing successful experiences for his students is a teacher who hinders his students by providing stress provoking experiences. Being a teacher means being committed to the helping process.

Role of the ABE Team

In order to increase his effectiveness as a helper, there are resources available to the teacher that could be utilized. One resource is other staff members, the other resource is the teacher himself.

Most teachers have experienced those frustrating times when a student is observed undergoing a great deal of emotional stress and would benefit from the opportunity to be able to sit down with a qualified professional and discuss the conflicts in his life. Because of the number of students, time, curriculum and many other variables, the teacher is unable to spend the necessary time with individuals as they cope with their emotional stress. Plus, teachers may not be trained to perform the role of counselor.

ABE teachers can utilize the skills of other staff such as a counselor by using their resources in a team effort. It is frustrating for the teacher to know emotional conflicts are disabling the student to the point where there are no benefits to time spent in the classroom. As a part of the

educational team, the teacher has observed the student and then can turn to another team member, the counselor, for assistance. The counselor and teacher work together to provide a complete helping climate designed to improve the coping skills of the student. The teacher can't do it alone and the counselor can't do it alone. As a team they can coordinate their services to the student more effectively. Teamwork in the ABE setting is essential because there are so many demands on educators that it is practically impossible for one person to attempt to satisfy all the educational needs of the students.

Nature of Counseling Services

Counseling is an activity that is an integral part of the educational setting which can improve the quality of education in the local ABE setting. Counseling can help the students resolve emotional conflicts that stand as an obstacle to the learning process. Although there are times when counseling can be useful, many students and teachers will not ask for outside help. It seems that our society will not ask for help when it comes to improving emotional and mental health.

Counseling is misunderstood by many people. Many view it as a service for "abnormal" people. In actuality, counseling is a developmental process that helps to resolve potential problems and maintain a sense of well-being and security. By avoiding a counseling situation, potential problems are allowed to develop into disabling and immobilizing conflicts which could have been avoided.

If we could see these potential problems the way we see medical problems, perhaps counseling could be better understood. We do not hesitate to seek medical attention from a qualified doctor when we become physically tired or ill. At the onset of a symptom that seems to threaten our physical well-being, we immediately seek advice. On the other hand, when we begin experiencing emotional symptoms of distress that may be potentially disabling we ignore those symptoms. As a result the stress, anxiety, worry, and depression will continue to get worse until it is dealt with effectively.

The ABE teacher, in the role of the helper, is a logical person to suggest that students seek assistance in the form of counseling. In many instances, the teacher is a warm, accepting person who respects the student and can make suggestions. In fact, the teacher may be the only individual in the student's life who is totally accepting.

ABE teachers must understand the specific function of guidance and counseling in order to more effectively use these available resources. There are specific characteristics of both guidance and counseling.

Characteristics of counseling are:

a. Recipients of counseling are "normal" individuals who are not exhibiting abnormal or extreme ways of behaving.

b. Counseling usually deals with present thoughts and feelings in an attempt to improve one's adjustment to his personal conflicts.

c. Counseling helps individuals remove frustrating obstacles which interfere with interpersonal adjustment and development.

d. Counseling is assistance given individuals to help them attain a clear sense of identity, and to assist them in coping with such things as self-definition, independence, clarification of values, conflict resolution, etc.

e. Counseling seeks to integrate individuals so that they may appropriately and effectively deal with the problems of living.

Role of the Counselor

Counseling is best accomplished by a qualified counselor. Such counselors can be found in most educational agencies that are associated with the local ABE programs. If a teacher is going to make a counseling referral, and hopefully they will, it is necessary to make sure that the counselor is highly trained, competent, and confidential. After a referral is made by the teacher he should expect some kind of information sharing. This is not to suggest that the counselor will betray any confidences entrusted to him by the student; but that the counselor can share appropriate and pertinent impressions that he has with the teacher in order to help improve the educational process in the classroom.

Another service the counselor can provide for the teacher is that of consulting. Consulting services are appropriate when the teacher has made some observations regarding the student's academic progress, behavior patterns or emotional states and would like to consult with the counselor

regarding establishing a climate for the student that would best facilitate the learning process. The counselor can suggest to the teacher appropriate classroom activities and techniques that would help the growth of the student.

A third service the counselor can provide is that of coordination. Coordinating services are those activities in which the counselor can act as the person responsible for coordinating resources, services, and activities that are difficult for the teacher to accomplish. Such services as health care, testing, employment, social services, training programs, etc. The counselor is generally aware of resources in the community that the teacher may not come in contact with. The counselor would be able to coordinate the procedure for making referrals to the appropriate agencies.

Before the counselor can be of any help to the teacher, there has to be some form of communication between teacher and counselor. Remember, that the counselor has been trained in understanding and improving the behavior patterns to help people adapt and cope more effectively in their surroundings. The teacher can actively seek out the counselor for help in improving the educational services of the ABE setting. The counselor's role in the ABE team is to help provide for the emotional needs of the student.

A fourth service that the counselor can provide to the ABE teacher is that of being a resource for classroom activities. For example, the counselor could be asked to lead a series of group discussions with students to assist them in such areas as value clarification, decision-making skills, conflict resolution, problem solving skills, maintaining interpersonal relationships, assertiveness training, etc.

The Nature of Guidance Services

In addition to the counseling services that are available to the ABE teacher, there are also guidance services that are available. Counseling is a service that is provided by one person, usually a counselor. Guidance is a broad term usually applied to a school program of activities and services. The aim of guidance is to assist persons to make and carry out plans and to achieve satisfactory adjustment in life. Guidance services are intended to:

a. Provide opportunities for learning essential self direction

b. Assist in developing efficient methods of learning.

c. Provide information about occupational life, and assist in the solutions of problems of occupational adjustment and progress.

d. Assist in orientation to new (school) situations and toward best use of (school) opportunities.

e. Assist in the development of suitable long range educational plans.

f. Assist in general, life decision-making processes.

g. Provide both relevant sources for gathering current information and also the facilities for providing such information to persons so they can understand and use it. (Such as a career resource center.)

The difference between guidance and counseling is one of emphasis. Guidance is seen as a service while counseling is seen as a process. Guidance deals mainly with the collection and dissemination of current and relevant information about the society in which we live. Counseling seeks to integrate individuals so that they may appropriately and effectively utilize guidance services and in general effectively deal with the problems of living. Guidance is seen as a set of services of which counseling is but one.

Guidance services are usually provided by a team of people rather than one person. This implies the necessity of the team approach in the ABE setting. The task is to help the adult student realize his potential. The most effective way to do this is through a team approach. Generally the team will consist of administrators, teachers, counselors, teacher-aides, as well as other ABE personnel.

The success of the ABE guidance team rests upon the concept of flexibility. For instance, it may be necessary for a teacher or an aide to perform some counseling functions and to establish rapport with the students. Interaction and communication among all members of the team is essential. This improves the flow of information and the sharing of ideas that may be helpful in meeting the educational needs of the student. In effect, the team approach is cooperation, interaction and communication of Adult Basic Education staff members directed towards meeting student needs. This is what it is all about.

The Teacher's Role in Providing Guidance and Counseling Services

To this point we have discussed counseling and guidance as it affects the ABE classroom using the counselor as a resource person. In many cases that resource may not be available to the teacher. Where there is no counselor available for providing counseling and guidance services the teacher will be thrust into the position of providing the student with understanding, support and encouragement. A teacher that is seen by students as a helper will be asked to provide help. The teacher may be the only person in the student's life that is able to provide assistance in resolving emotional distress, therefore, he is a logical resource for helping students adapt to emotional distress. However, some teachers are understandably reluctant to perform that role.

Teachers are trained to be teachers; they are not trained to be counselors. Teacher training emphasizes delivering academic services to the student and does not emphasize providing emotional services to the student. However, the teacher is in the role of helping and helping implies providing encouragement and support. Being in the role of teacher there are certain characteristics that have been acquired that will facilitate the teacher in the helping process. The more these interpersonal characteristics are evident, the more effective the teacher will be as a helper.

Following is a list of characteristics that the teacher must demonstrate in order to function competently in the role of an effective helper.

1. Empathy:

   Empathy is the ability to be with a person in his deepest emotional moment. The empathic teacher will attempt to view the world through the eyes of the student and will subsequently understand the nature of the feelings that are being experienced by the student without becoming entangled in those feelings.

2. Respect:

   Respect is accepting the student with unconditional positive regard. Respect is demonstrated by offering pride and dignity to every person regardless of his place in society. Respect is the

ability to care without fostering dependency relationships.

3. Genuineness:

   Genuineness is the ability to demonstrate sincerity to the student. It is the ability to remove pretense from human interactions and to respond authentically to the student in time of need. Genuineness does not mean that the teacher always acts immediately on his feelings; rather genuineness would mean that he is aware of his feelings and is free to choose his reponse to them.

The above teacher characteristics can be easily demonstrated through intently listening to the student and placing value on his input. The ability to listen is not easily mastered but one can become a more effective listener with training and practice. Listening is hearing and understanding. Active listening will result in the teacher giving accurate and meaningful feedback to the student. When the student knows he is heard and understood, he will develop feelings of acceptance. Being accepted means that he is an acceptable person who is likable and important. His positive self-esteem will develop and he will begin developing appropriate behaviors that demonstrate his ability to adapt more effectively to the demands and stress placed on him by his society.

Community Resources

The student who enters an ABE class may face difficulties in remaining in the course which are entirely unrelated to academic progress. There may be financial problems that interfere with attendance. Obtaining babysitting services may be a severe hardship.

Community resources are often available to assist the ABE student. The welfare recipient may be eligible for WIN (Work Incentive). Another may qualify for MDTA (Manpower Development Training Act) placement in ABE. The low-income parent, whether receiving welfare or not, may qualify for babysitting support at a licensed day care home while attending ABE classes. Many additional services may be found for the needy ABE student by a well-informed instructor.

The student in an ABE class is frequently confronted with personal crises. Often, the student turns to the teacher or counselor in his or her program for aid in solving the

problems. While these problems are often related to home and family rather than to the basic skills the student is studying, they interfere with learning. The teacher or counselor must, therefore, be aware of agencies or individuals in the community who can give appropriate aid as needed.

Any community will have a network of resources available to assist the ABE instructor and members of his class. The list on p. 3-49 will suggest some of the services usually available in any community; WE RECOMMEND THAT YOU IDENTIFY SPECIFIC INDIVIDUALS, addresses, and telephone numbers and fill in the blank spaces with appropriate local references for future use. Sample forms for doing so appear at the end of this discussion. Remember, you will get far better service for your students if you have personal, friendly contacts with individuals in each community agency.

Because the student may not discuss personal problems with the instructor, a bulletin board prominently located in the classroom listing available services is strongly recommended.

Guidelines for Community Resource Interview

1. Call and make an appointment to visit resource, giving your purpose for the interview.

2. When you arrive, introduce yourself, re-explain who you are representing.

3. Describe the philosophy and purpose of ABE--nationally and specifically as it applies to your own city. Be prepared to answer questions knowledgeably. If possible, bring written brochures of ABE programs, guidelines, and purposes to support your statements.

4. Stress the importance of community and commercial participation in ABE. Also stress how ABE programs are aimed at helping industry and business in return by providing education for potential employees, etc. (Also will look good for company, if they promote community improvement like this.)

5. State purpose of your visit: That is, to elicit help in some form from this community resource.

6. Provide suggestions as to the types of services the company, agency, or individual might be able to provide. The interviewee may not realize all the areas in which he could be of service.

   For example, could they provide any of the following:

   a. Facilities--rooms, chairs, tables, etc., in their building or elsewhere around the city

   b. Financial aid

   c. Publicity--Free production of pamphlets, on TV or radio time, newspaper ads, posters, billboards, sidewalk campaigns, etc.

   d. Medical aid--Medicines, food, services

   e. Materials--Educational, recreational, otherwise, could be reading materials, magazines, poster board, pencils, pens, any consumable products, etc.

   f. Speakers--Could be in any line of work and be willing to talk to ABE groups

   g. Recruiters, educational, political, sports, entertainment, newsworthy influential types of people are very useful in promoting interest in ABE by students and in getting other agencies to aid ABE

   h. Service Volunteers --Each company has a unique collection of employees with different skills who might be most helpful in ABE work. For example, a carpenter who would be willing to volunteer time to build shelves or teach ABE students to do it, or an artist volunteer to design materials or teach an art class

   i. Entertainment -- Many companies have connected with them, tours, trips, film afternoons, etc. If possible, these could be arranged for attendance by ABE participants at little or no charge

   j. Transportation --Some companies might be able to provide free bus service or other transportation for ABE people

k. Job Internship -- Some companies might be willing to hire ABE participants as "good" risks in job situations, with job retention contingent upon ABE participation.

l. Other ???

7. The person you are speaking with might not be ready to make an immediate commitment. If so, reschedule a definite time to hear his decision.

8. If a definite decision to help is obtained, make sure all details and procedures for carrying out the services are understood.

9. Thank him for his help. Then make sure you let other agencies know that this company was willing to be of service. Praise it widely so that other community resources will be encouraged to follow suit.

Referral Agencies

While most problems of an educational nature can be handled by ABE staff members, problems beyond the area of education usually require the assistance of outside persons or agencies through referral. Such situations make it necessary that adult educators be familiar with the resource agencies in the community. In the case of rural communities the survey of service agencies may have to be extended to the nearest metropolitan area where offices connected with state and federal government are located. Regional resources should not be overlooked.

The services that should be included in a community survey for purposes of referral information may vary somewhat from community to community; however, there are five basic areas of such universal concern that they should be included in any survey for purposes of referral. These areas are health services, social services, legal services, employment services, and educational programs.

The following list is not meant to be all-inclusive, but can be used as a guide for a community referral source.

HEALTH

- Medical and Dental Personnel
- Hospitals and Clinics
- Public Health Services
- Voluntary Health Organizations
- Mental Health Facilities

SOCIAL SERVICES

- Public Assistance
- Children's Services
- Handicapped
- Senior Citizens
- Voluntary Organizations
- Church Sponsored Programs

LEGAL SERVICES

- Consumer Protection Groups
- Legal Aid Societies
- Public Defender Offices
- Juvenile Court
- Law Enforcement Agencies

EMPLOYMENT SERVICES

- Employment Agencies (Public and Private)
- Job Training Programs
- Institutional Placement Offices

EDUCATIONAL PROGRAMS

- Adult Education Programs
- Higher Education--Junior Colleges, Colleges and Universities
- Trade and Technical Schools
- Business Schools
- Local Schools--Special Programs

The first consideration in the referral process for ABE educators is the determination that a student needs help beyond that which can be provided by the staff. The next step is the determination as to what type of additional services are needed and if they are available in an accessible location at a cost the student can afford. The proposed action must be discussed with the student, for without his consent, the whole process ends. The student may be apprehensive, anxious, defensive, or fearful and therefore,

must be approached with an attitude of understanding and reassurance. The ABE educator should be able to answer questions about the services of the referral agency.

Sometimes it may be necessary to provide more direct assistance by means of a telephone call or by accompanying the student to the agency.

The responsibility for referral does not end once initial contact has been established between the agency and the student. The staff member responsible for the referral should do a periodic follow-up through the agency, the student, or both.

Social Services

City Department of Social Services

Name_____ Telephone_____

Address_____

County Department of Social Services

Name_____ Telephone_____

Address_____

Aid to Families with Dependent Children (ADC)

Name_____ Telephone_____

Address_____

Social Security

Name_____ Telephone_____

Address_____

Mental Health Clinic

Name_____ Telephone_____

Address_____

Alcoholics Anonymous

Name_____ Telephone_____

Address_____

Other Social Service Agencies

Name_____ Telephone_____

Address_____

Name_____ Telephone_____

Address_____

Health and Medical Services

Veterans Administration (VA)

Name_____ Telephone_____

Address_____

Health Department

Name_____ Telephone_____

Address_____

City or County Immunization Clinic

Name_____ Telephone_____

Address_____

American National Red Cross

Name_____ Telephone_____

Address_____

Mental Health Clinic

Name_____ Telephone_____

Address_____

Suicide Prevention Center

Name_____ Telephone_____

Address_____

Alcoholic Emergency Service

Name_____ Telephone_____

Address_____

Drug Rescue

Name_____ Telephone_____

Address_____

Employment Services

Employment Service--Local Office

Name_____ Telephone_____

Address_____

Youth Opportunity Center

Name_____ Telephone_____

Address_____

Manpower Development Training Act Administrator (MDTA)

Name_____ Telephone_____

Address_____

Unemployment Office

Name_____ Telephone_____

Address_____

Vocational Rehabilitation (DVR)

Name_____ Telephone_____

Address_____

Equal Opportunities Commission

Name_____ Telephone_____

Address_____

Other Employment Services

Name_____ Telephone_____

Address_____

Legal Services

Legal Aid Society

Name_____ Telephone_____

Address_____

Lawyer's Referral Service

Name_____ Telephone_____

Address_____

Judicare

Name_____ Telephone_____

Address_____

Divorce Court

Name_____ Telephone_____

Address_____

Family Counseling

Name_____ Telephone_____

Address_____

Other Legal Services

Name_____ Telephone_____

Address_____

Name_____ Telephone_____

Address_____

Child Care

Community Action Commission

Name_____ Telephone_____

Address_____

Child Development Center

Name_____ Telephone_____

Address_____

Headstart

Name_____ Telephone_____

Address_____

Other Child Care Agencies

Name_____ Telephone_____

Address_____

Name_____ Telephone_____

Address_____

Summary

Counseling and guidance services in the ABE setting is a resource to the teacher in providing for the total educational needs of the adult student. Teachers will develop severe feelings of frustration, anxiety and guilt if they attempt to provide all of the needs of all the students. By using the resources provided by counselors the teacher will be able to meet more needs and continue to provide a high quality academic program. In terms of providing services, the counselor has three roles: counselor, consultant and coordinator. By functioning in these roles, the counselor can provide several services for the teacher.

Some of these are:

- Administering and interpreting a variety of tests
- Providing individual and group counseling
- Assisting in career planning, goal setting and decision-making
- Providing information regarding employment, labor market, and job preparation skills
- Assisting in making referrals to appropriate agencies.
- Coordinating health, social service, legal service and educational programs

In many settings there will not be a counselor available to provide counseling and guidance resources to the teacher. If that is the case, the teacher will need to be responsible for providing these most important services to the student.

BASIC SKILLS CHECKLIST

NAME _____

SKILL		COMPLETE DATE	COMPLETE INT	REVIEWED DATE	REVIEWED INT	TEST	TEST	COMMENT
MATH								
Whole Number	ADD							
	SUBT							
	MULT							
	DIV							
Fraction	ADD							
	SUBT							
	MULT							
	DIV							
Decimal	ADD							
	SUBT							
	MULT							
	DIV							
Negative Numbers								
Find Unknown								
Percentage								
Geometry								
Measurements								
Graphs								
LANGUAGE								
READING								
LITERATURE								
SCIENCE								
SOCIAL STUDIES								

LADDER OF STUDENT GOALS

Date Started _____

Date Stopped _____

	Date Achieved	Int Stud	Int Teach
Major Goal _____			
Intermediate Goals _____			
_____			
_____			
Major Goal _____			
Intermediate _____			
_____			
_____			
Major Goal _____			
Intermediate _____			
_____			
_____			

	Completed			Completed	
	Date	Int		Date	Int
Consumer			Family & Child Care		
Legal			Job Getting		
First Aid & Health			Citizenship		
_____					

Remarks and Follow-up

LADDER OF STUDENT GOALS

Date Started_____

Date Stopped_____

	Date Achieved	Int Stud	Int Teach
Major Goal_____			
Intermediate Goals_____			
_____			
_____			
Major Goal_____			
Intermediate_____			
_____			
_____			
Major Goal_____			
Intermediate_____			
_____			
_____			

	Completed	
	Date	Int
Consumer		
Legal		
First Aid & Health		
_____		

	Completed	
	Date	Int
Family & Child Care		
Job Getting		
Citizenship		

Remarks and Follow-up

LEARNING PACKAGE FORMAT

1. Concept Statement

   (A brief sentence describing the competency the package teaches)

2. Rationale

   (A paragraph which illustrates how the competency can be useful to the student)

3. Objective

   (A measurable statement which describes the (a) outcomes of learning, (b) criteria for measuring learning success, and (c) conditions and/or materials the student will use to learn by)

4. Pre-Assessment Instrument

   (A diagnosis of the learner's ability to perform the objective)

5. Learning Activities

   (A minimum of five activities which each represent an alternative cognitive style. Each activity is necessary and sufficient to teach the competency)

6. Self-Test

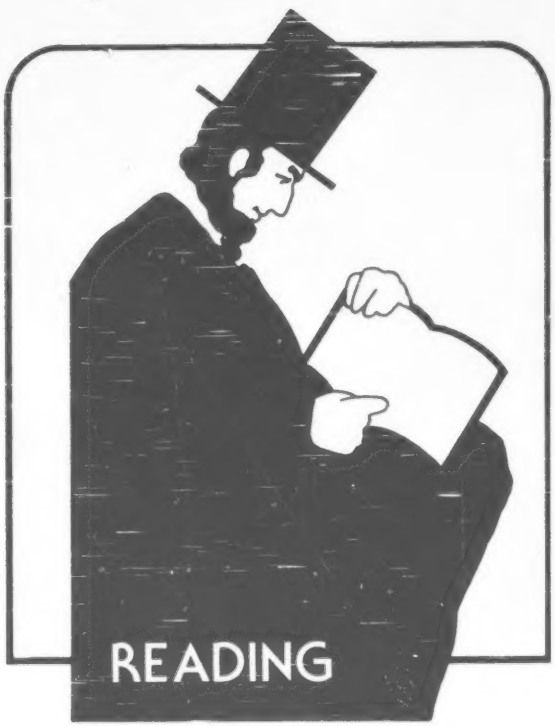
   (A student Self-Test with answers which should measure the same exact competency as the Pre-Assessment)

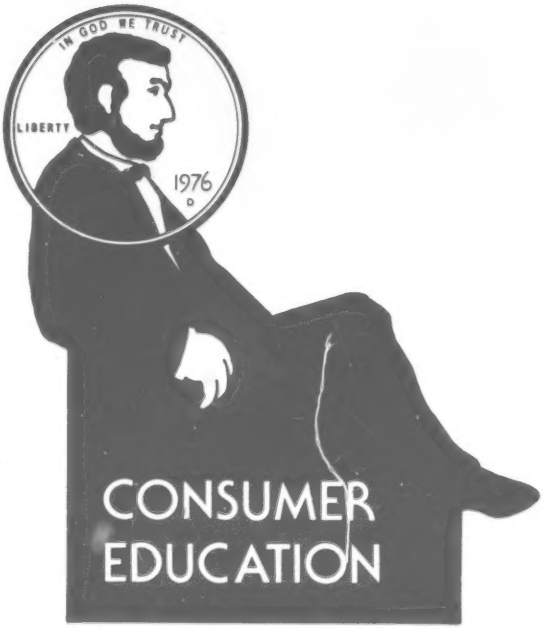
7. Post-Assessment

   (This assessment should ask the student to demonstrate the same competency as the Pre-Assessment and Self-Test)

8. Quest Activities

   (Additional enrichment learning activities for the student who wants to master the competency at higher levels of skill)





CURRICULUM

(overview of curriculum section)

OVERVIEW

The material presented in this section is designed to summarize information in the following curriculum areas: Reading, Mathematics, English as a Second Language (ESL), Consumer Education, and GED. In many cases, the information presented here is probably already known to you. But since you may well be called upon to teach in an area with which you are somewhat unfamiliar, some information that is presented here may be new.

In addition to presenting information, the section on Curriculum is also designed to supply you with sample forms and bibliographies that you might find helpful. It is hoped that you will be able to add to and to modify this material so that it will be more useful to you.

INTRODUCTION TO CURRICULUM

The curriculum of an ABE/AE program will, of necessity, be as varied as the needs of the students who enter the program. There is a core of "basic" skills which are generally assumed to be necessary for survival in our society.

The teacher must be aware of the fact, however, that each student will perceive specific needs for himself; he hopes that the ABE/AE program will help him to meet these individual needs. The teacher should help the student to identify and articulate his needs and then tailor a program to him. For example, the student who requests basic math so that he can keep the records in his small business should not be given a varied program containing a great deal of content which the student feels unnecessary. Instead, the effective teacher will help him to meet his primary need and may, during the program, encourage him to expand his interests into other areas of the basic skills.

There are three general skills areas--communications skills, computation skills, and coping skills. Communications contains reading, writing, listening, and speaking. Computations are considered to be the basic mathematics operations. Coping skills are those skills required for survival in our society--occupational knowledge, economics, citizenship responsibilities, and health care.

The ABE/AE curriculum should be designed to develop skills in all these areas, though ANY INDIVIDUAL MAY REQUEST SKILLS DEVELOPMENT ONLY IN ONE OR A FEW OF THESE AREAS.

Often the student who enters the ABE/AE program states that his need, or goal, in the class is passage of the General Education Development (GED) Examination or the High School Equivalency Certificate. The ABE/AE teacher should always remember that his primary task is providing the student with basic skills necessary for survival in our society, NOT MERELY PREPARING THE STUDENT FOR THE GED EXAMINATION.

STAGES OF SUCCESSFUL STUDYING

This summary of effective study habits might profitably be shared with your students.

The time given to studying is usually not effectively used. An orderly procedure is needed. The five stages in studying suggested here are founded on proven psychological principles. A habitual practice of these five steps should save a student time and frustration--and gain him greater benefits from his studying. The steps are based on Francis Robinson's Effective Study, an excellent book for any serious student.

Survey

1. Read all the headings of the whole chapter.
2. Note the subject of any pictures, graphs, and diagrams.
3. Read the final summary paragraph.
4. This orientation will help to organize ideas later when you read the material because it will reveal the main ideas in the chapter.

Question

1. Turn the first heading into a question. If the chapter has no headings, construct a question from the Topic Sentence that will give you a purpose for reading that section or paragraph.
2. A question can be constructed by adding: who? what? when? how? or why? to the headings.
3. This step arouses curiosity and brings to mind related information, causing you to understand the new material quicker, raising your comprehension.

4. Asking the question makes important information stand out when you read the material.

5. Though it takes almost no time, it is very important that the forming of a question be consciously done.

Read

1. Read the section under the heading to answer the question.

2. Make an aggressive effort to find the answer.

3. Understand the purpose and meaning of all charts, diagrams, or illustrations.

4. READ ACTIVELY! Do not take notes or underline during the reading process. Use your mind to seek out key points and identify relationships.

Recite

1. When you have finished reading the materials under the first heading, STOP READING. Look away from the book. Recite only from memory.

2. Try to recite the answer to your question.

3. Jot down the main ideas in outline form. Brevity and order count most here.

4. Use your own words.

5. When possible, draw a diagram to show the interrelationship or sequence of events (e.g., time line, flow chart).

(REPEAT THE QUESTION, READ, AND RECITE STEPS ON EACH OF THE REMAINING HEADED SECTIONS IN THE CHAPTER.)

Review

1. Your first review of the lesson should be immediately after finishing the whole chapter. It will enable you to correlate the parts with the whole.

2. Look over your notes and diagrams.

3. Cover notes and recite sub-points for each heading. The review should be brief; however, review more carefully those passages that caused you difficulty during the recitation.

4. Attempt to predict exam questions.

5. Later review should be planned separate from study time. They should be many and brief, not few and lengthy. The review before an exam should not last over two hours.

READING

By Nikki Sullivan, Portland Community College

INTRODUCTION

Reading is a developmental process that involves learning a series of complex skills which can be divided into three major categories:

1. VOCABULARY (recognition and structural analysis, often referred to as decoding skills).

2. COMPREHENSION (recognition and understanding of literal, interpretive and critical reading levels).

3. STUDY SKILL METHODS (the actual application of skills 1 and 2).

Beginners or non-readers usually start by acquiring vocabulary skills; at this point they are "learning to read." Once this foundation has been built they begin moving toward the comprehension skills; at this point they are "reading to learn." Study skills provide the reader with methods for making progress in any reading situation.

Unfortunately, most of the adult students who enter ABE classrooms have failed to achieve success in reading. They are very much aware of this reading failure (although this failure is often expressed by them as a failure in spelling!). Regardless of how the student views his lack of success, he has generally entered the ABE classroom expecting all of his problems to be solved once and for all. He is, in effect, looking for that "magic trick" that will finally make him successful.

As reading instructors in these classrooms, it is our job to make sure that each student does succeed according to his ability. The open-entry, open-exit design of most ABE classrooms may frustrate and impede the implementation of "standard" reading programs. However, with determination and careful organization, reading success can and will take place within the ABE classroom.

Before a student can make progress in reading, he must be "ready" to read. Reading readiness must take into account the student's physical, environmental-social, and intelligence factors.

1. Physical Factors.

   A. General health, both mental and physical.

B. Possible handicaps such as visual, speech, hearing, mental or physical.

2. Environmental-Social factors (non-classroom problems or pressures).

   A. Home

   B. Family

   C. Finances

   D. Legal problems

   E. Medical problems

3. Intelligence factors.

   A. Certain types of brain damage can prevent or delay reading progress. If a student seems to be having an extremely difficult time grasping even the simplest reading concepts, it may be wise to refer him to a counselor or agency for additional, specialized testing.

   B. Many of the students in ABE are the "LD" (learning disabled) "MBD" (minimal brain damaged) or "ELP" (extreme learning problems) students of another system, another time. It is important that we help them achieve a realistic level of success by correctly diagnosing their problems, and creating programs that will enable them to be successful.

Diagnosing the adult reader is perhaps the most important initial step in the reading program. Whatever tool or method is used should only be considered a tentative point from which to begin. Reading diagnosis should be an on-going part of the program, and all reading test scores should be viewed with a skeptical eye. Constant monitoring of actual reading activities will provide a great deal more valuable and practical information than the scores recorded on a reading test.

The disadvantaged reader is painfully aware of his handicap. He has, most likely, failed at every endeavor that requires a reading skill. The first task, then, is to convince the student that he can succeed in reading. The second task is to make sure that he does succeed. There is no "right" way

to teach reading; the only "right" method is the one that works. Each student's needs and abilities should determine which method(s) to use. The following steps may be helping in designing a reading program:

1. Determine the student's present reading level. Whenever possible use both formal and informal tests. Try to get as much information as possible as quickly as possible. If "over-tested" the disadvantaged reader will rapidly become discouraged and drop-out.

2. Determine the student's final reading goal: what skills will he need to learn inorder to succeed. Although many students are unsure of their final educational goal, they may have an immediate goal which can be used in designing their program. Low level readers often state a desire to read a newspaper or a certain book or magazine, etc. This, then, may be the first level of success toward which they can work.

3. Find out as much as possible about the student's interests and experiences. Establish a one-to-one relationship immediately. If success is to be gained, a working partnership between student and instructor must be created. ABE students need constant reassurance and reinforcement if they are to overcome their negative feelings about reading.

4. Start the students in materials that are either at or slightly below their level of competency. Allow them to remain at this level until they feel confident in their ability to handle the material.

5. As soon as the student has successfully acquired this skill or level, move him carefully to the next step. With each move make sure that directions and instructions have been understood. A student who is successful in a "sixth grade" basal reader may be a complete failure in a "sixth grade" science book. Many of the materials used in ABE have been grade leveled by the publishing houses that produce them. Very often a book that carries a "sixth grade" label will contain selections that vary from fourth to eighth grade, thus causing the reader some

problems. Whenever possible, calibrate the materials yourself.

6. Never hesitate to stop a student who appears to be confused, and/or frustrated and reassign him. No amount of experience will prevent human error. Occasionally a student will be placed at the wrong level. If this does happen, let the student know that it was your error and not his failure. Constant review of methods, materials, and student's progress should help in avoiding this situation.

The variety of reading problems in an ABE classroom are limitless. The degree to which a student will need instruction depends on two major considerations; first, his present reading level plus his final reading goal; and second, the amount of time he will be able to devote to learning how to read. The number of students who wish to improve only their reading skills is generally limited to the non-reader. The majority of students are concerned with learning a variety of skills and subjects. Thus, the reading instructor is truly faced with the prospect of designing individual programs in an attempt to meet these varying needs.

Regardless of age, ability or need, however, most ABE students can and should benefit from a program that includes vocabulary, comprehension, and study skill methods. The ABE student must be taught to use reading as an effective tool in learning. The mystery of reading must be replaced by a series of concrete, practical skills. It is not enough to know how to read. It is imperative to know how to use what you have read, for that is the mark of a truly successful reader.

The following list of reading skills is by no means complete, nor is the order in which they are presented absolute. However, acquisition of these skills should bring the ABE student closer to his goal of reading success.

I. Seven Steps to Word Attack Skills

Adults are usually anxious to learn to read or to improve their reading as quickly as possible. Try these seven steps in utilizing time when teaching word recognition.

Use Letter Clusters

A. Prerequisite skills

1. Consonants

a. Examples: s,l,b,d,w,t,p,g,h,n,f,k,m,x,j, r,y,z,q

2. Blends

a. Examples: bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw, sq, scr, shr, spl, spr, str, thr

3. Digraphs

a. Examples: ch, th, ng, gh, sh, wh, ph

4. Diphthongs

a. Examples: ow, ou, oi, oy

5. Vowels

a. Long and short

B. Consonants are more dependable than vowels

1. Examples: G--rg- W-sh-ngt-n
(George Washington. Words are recognized with little difficulty.)

A--a-a- -i--o--
(Abraham Lincoln. Recognition of words using just vowels is more difficult.)

C. Application with known word

Teach Phonograms

A. Select a known word

1. rang What does this part (r) of the word say?

2. rang What does this part of the word say?

B. Select an unknown word

1. Repeat steps 1 & 2 with unknown word using same phonogram

2. Repeat steps 1 & 2 with unknown word using different phonograms

Teach Common Endings

A. Example: er, est, ing, ed

B. Teach as just endings in a meaningful situation

Example: Look Looked When you see this, what does it mean?

Teach Sight Words

A. Some words defy analysis

Example: engine, give, of

B. Show whole word on card or paper and just recognize as a whole

Example: engine

C. Word configuration can help sometimes

Example: engine give

Teach Structural Parts of Words

A. Prefixes

B. Suffixes

C. Roots

D. Learn as units

Teach Dictionary Skills

A. Location of words

1. Alphabetical order

a. 4 letters at the least

2. Relative position

   a. Which section of dictionary--first third, middle, or last third

3. Guide words

   a. The boldface words at the top of each column

   b. Indicate the first and last entry words listed on the page

4. Entry word

   a. Word entered to be defined

   b. Appears in boldface print

   c. Offset in margin one letter

5. Sub-entry word

   a. Word found in boldface, but indented from entry or is in body of the definitions

   b. Sometimes word is abbreviated

6. Sections

   a. Guides and supplements

   b. Check table of contents in dictionary

B. Reading the pronunciation

1. Double-entry system

   a. Spelling entry

   b. Pronunciation

      (1) Teach use of pronunciation key

         (a) More important than knowing all diacritical markings from memory

      (2) Understand common vowel symbols, including long and short vowels and the schwa sound

(3) Teach use of stress or accent markings

C. Word meaning

1. Multiple word meanings

2. Some dictionaries list most frequently used meaning first

3. Word derivations

D. Miscellaneous

1. Homonyms

2. Synonyms

3. Antonyms

4. Word origins

5. Word usage

Teach Linguistic Elements

A. Word order, pitch and stress

B. Proper phrasing

C. Effective use of pauses

Listed below are a few of the reference materials available.

Teacher Material

William S. Gray, On Their Own in Reading, 2nd ed, Chicago: Scott, Foresman and Company, 1960. Phonics and Structure.

Delores Durkin, Phonics and the Reading Teacher, New York: Bureau of Publication, Teachers College, Columbia University, 1962.

Robert Karlin, Teaching Elementary Reading Principles and Strategies, New York: Harcourt Brace Jovanovich, Inc., 1971.

Anna D. Cordts, Phonics for the Reading Teacher, New York: Holt, Rinehart and Winston, Inc., 1965.

Teacher Material

Word Attack Skills, The Mott Basic Language Skills Program, Book 160 #AR1520. Allied Education Council, Distribution Center, P. O. Box 78, Galien, Michigan 49113. $2.40 each.

Introducing the Alphabet Kit, #1116, (3 Cassette tapes and 5 Skill Book 1). Drake Skill, Inc., Box 1463, Evanston, Illinois 60204. $22.50 per kit. (For the beginning reader)

Help Yourself to Better Reading Kit, #1111 (30 lessons on 15 cassettes, 1 student manual, 1 dictionary) Drake Skill, Inc., Box 1463, Evanston, Illinois 60204. $99.95 per kit. Spanish Supplement--$24.95. (For the beginning reader)

Wynn Baxter, The Magnetic Patterns of the English Language. Publications, Inc., P. O. Box 4085, Falls Church, Virginia 22044. $5.95 each. (For the more advanced reader)

II. Previewing, Skimming and Scanning

These skills are important for the simple reason that they introduce a student to the way in which books are organized. This is an excellent place to spend some one-to-one time with a student going through the mechanics of a book. All of the items used in these skills aid the student in understanding what it is he's reading and what it is he's expected to know. Items to be previewed, skimmed or scanned often supply the answers to test questions. Never assume that the reader automatically understands this relationship. Always make sure the reader has enough knowledge to use a reading tool correctly.

Basic Previewing Procedures

1. Read the title and note the author
2. Read all illustrations, pictures, charts and diagrams
3. Read the first paragraph
4. Read all headings and subheadings
5. Read an occasional first sentence

6. Read the concluding paragraph
   (In fictional material, the last sections would not be previewed.)

Previewing is generally completed very quickly. The type and length of the reading selection determines how extensive the previewing should be.

Skimming

Prequiz on skimming

1. How are skimming and scanning alike? (You read rapidly for each, using the same process)

2. What reading material might you skim? (Magazine and newspaper articles, reports, and bulletins)

3. How do you skim? (Read quickly the key sentences to get a general impression of the article)

The purpose of skimming may be to determine the main idea quickly, to gather a cluster of details rapidly, or to summarize the material.

Four steps in skimming for main ideas

1. Preview the material

   Note the title, subheadings, and words in italics or boldface to acquire an overall impression of the material.

2. Locate key sentences

   Locate quickly the key or topic sentence in each paragraph, making use of essential words only. The key sentence is often the first one. Move rapidly from paragraph to paragraph.

3. Read key sentences carefully, observing the author's orderly train of thought.

4. Skip all details

Take a comprehension test based solely on understanding the main ideas. Such tests accompany reading selections in reading improvement textbooks.

Practice Materials

Newspaper and magazine articles are useful in practicing skimming for main ideas.

Three steps in skimming for a cluster of details

1. Read at top speed and locate the pertinent phase of the topic, skipping material not related to this phase.

2. After locating pertinent phase, gather all details and form a unit of thought.

3. Stop reading immediately upon acquiring the information about this phase of the topic.

Take a comprehension test based solely on understanding the cluster of details. Such tests accompany the reading selections presented in reading improvement textbooks.

Newspaper and magazine articles and familiar technical articles and books are appropriate materials for reading practice.

Five steps in skimming to summarize an article

1. Preview article to gain a general impression of its contents

2. Read introductory paragraph thoroughly to grasp the author's starting point

3. Read quickly the first sentence of each paragraph in the article

   Rely on key words to get a sense of the progression of thought. Remember that writers often state the main idea of a paragraph in the first sentence.

4. Note those sentences that have words printed in italics

5. Read the last or the summary paragraph thoroughly to grasp the author's overview of what he has said

Scanning

Scanning is the ability to locate information as quickly as possible. Being aware of the format and organizational patterns of reading material is helpful in locating information quickly. Scanning is particularly useful in using the telephone book, dictionary, encyclopedias, and reference materials.

Scanning Procedure

1. Fix the problem firmly in mind

2. Briefly look down material until you locate a clue to the answer area (such as last name or guide-word)

3. Read the information surrounding the clue

4. If the answer is not found, continue looking briefly down the material until the answer area is located

A wide variety of materials such as books, magazines, newspapers, menus, schedules, maps, drivers' manuals, timetables, and tour guides could be used to teach a scanning lesson. Materials could be selected from your local community. Several copies of each material type should be gathered if possible.

III. Main Ideas-Major/Minor Details

Once the student has acquired the basic techniques of previewing, skimming and scanning, he is ready to slow down and spend time identifying the more difficult, more informative details. Learning to separate and identify main ideas from major and minor details is perhaps one of the first steps in teaching interpretation and/or critical reading. Although your prime concern is the teaching of reading skills, this is a good place to introduce the concepts of sentence structure and paragraph organizatkon in a grammar program. One of the best habits a reader can acquire is using a pen or pencil while reading. Whenever possible encourage students to underline, circle, make notations, etc. This may help in some ways to bridge the gap between reading and grammar skills. Unfortunately the close relationship between these two subjects is often neglected.

IV. Pictorial Materials

It is amazing how often students completely bypass pictorial information when they are reading. The ability to read charts, graphs, maps, tables and diagrams is an extremely important skill especially as students begin work in science, social studies and literature. Either some one-to-one time or a small group session dealing with this skill would be most beneficial, especially for those students working toward a GED.

V. Sequence and Summarizing

Although adults seem to have fewer problems with sequence, it is important to spend some time reviewing the major types of sequences. Time-order sequence is often used in history. Progressive or successive sequences are often used in all three major subject areas in history, science and literature. Knowledge of sequencing helps students to understand the way in which material is organized.

Summarizing is an important skill in determining the student's ability to collect information for future use. A good basic framework for summarizing is the journalist's "5-W's." A student who is able to find the answers to "Who," "What," "When," "Where," "Why," and sometimes "How," is well on his way to comprehension success.

VI. Drawing Conclusions

Because this is the most sophisticated of reading skills, it is, of course, the most difficult to teach, and the most difficult to acquire. It is at this stage of reading that the ABE student's limited frame of reference will cause the most problems. There is no easy way to replace all those years of non-reading. If at all possible, limit the reader, at first, to material based on literal comprehension. Spend as much time with this material as possible, allowing the student time to feel confident with finding direct answers to direct questions. Slowly and carefully begin to move him toward inferred information, and then, if possible, into the area of critical reading. Constant monitoring of this material, clearly stated instructions, and careful explanations will hopefully aid the student through this difficult, often frustrating experience.

Levels of Comprehension

The three main levels of comprehension, in order of increasing difficulty, are literal comprehension, interpretation, and critical reading. The discernment and application of these three comprehensive levels are most important. Descriptions of these types of comprehension are presented below.

Literal Comprehension

Literal comprehension involves the understanding of simply expressed statements without need for interpretation or critical evaluation. The following items are included in literal comprehension:

- Understanding directly stated facts or ideas
- Following a sequence of facts or events
- Identifying referents
- Associating quotation with the speaker
- Identifying the character spoken to
- Understanding punctuation
- Understanding the meaning of words in various contexts
- Understanding unusual word order

Interpretation

Interpretation, the next step beyond literal comprehension, refers to meanings which are implied in the writing and which must be inferred by the reader. Here, answers to the questions raised by the teacher about the reading material are not clearly correct or incorrect. Several answers may be equally satisfactory, while some answers may be superior to others. Extended discussion and clarification may be required before the most satisfactory answers are arrived at.

The following items are included in interpretation:

- Selecting or formulating the main ideas
- Comprehending supporting details
- Understanding comparisons and contrasts
- Recognizing cause-effect relationships
- Interpreting inferences and implications
- Differentiating between observations and inferences
- Understanding why certain material is presented in the article
- Drawing conclusions
- Anticipating forthcoming events
- Predicting outcomes
- Identifying assumptions
- Identifying the climax of the selection
- Analyzing the author's conclusions

Critical Reading

Many readers believe everything that they see in print. They do not question whether statements are valid or not. They do not read critically. Critical reading is the highest stage of development in the skills for effective comprehension. Students who have learned to read effectively and who read widely are ready to read critically.

The objectives in critical reading are to make the student aware of the necessity of evaluating the accuracy of what he reads and to suggest procedures that will aid him to make critical evaluations. Duplicated or printed copies of writings that particularly lend themselves to critical analysis might be distributed to students for use in class discussion. In such discussions, students can weigh, judge, and evaluate the evidence and ideas presented in the material in the light of their experiences and views.

Included among the items at this level of comprehension are the following:

- Identifying the author's purpose, mood, and intent
- Determining accuracy, relevancy, validity, authenticity, and reliability
- Identifying the author's position on the topic discussed
- Identifying the author's principal audience
- Identifying the author's pattern of organization
- Evaluating the author's attitudes
- Evaluating the author's definitions
- Analyzing ideas and arguments
- Weighing a variety of reasons in order to select the most important one
- Distinguishing facts from opinions
- Recognizing propaganda, bias, and prejudice
- Recognizing emotionally-charged words
- Recognizing unsubstantiated claims
- Recognizing different points of view

Listed below are a few of the reference materials available.

Paul C. Berg and John E. George, eds., Reading and Concept Attainment. Highlights of the 1967 Pre-Convention Institutes, 1968.

Mildred A. Dawson, ed., Developing Comprehension, Including Critical Reading. 1968.

Robert Karlin, Teaching Elementary Reading Principles and Strategies. New York: Harcourt Brace Jovanovich, Inc.

The University of the State of New York, Teaching Adult Reading. The State Education Department Bureau of Continuing Education Development, Albany, New York, 12224.

Questioning

Questioning can be an effective tool for teaching comprehensive reading. Skill in questioning can help lead to clear thinking of logical understanding.

Questioning encompasses three levels of difficulty. These levels parallel the three comprehensive levels--literal, interpretive, and evaluative.

1. Literal Questioning

   A. Literal questions are factual questions based on the author's words

   B. These questions many times involve who, when, and where

   C. Refer to the literal comprehension list of items around which questions can be formed

2. Interpretive Questioning

   A. Interpretive questions concern the author's underlying meaning

   B. Questions are built on a literal background coupled with an in-depth approach

   C. Refer to the interpretive comprehension list for areas around which questions can be formed

3. Evaluative Questioning

   A. Evaluative questions are based upon the literal and interpretive understanding of a selection

   B. The questioner becomes involved

   C. This level of questioning involves a critical analysis. How does the questioner relate to the material?

   D. Refer to the evaluative comprehension list for areas around which to base questions

VII. Following Directions:

Many students who have been successful in the classroom often perform disastrously in a testing situation. Part of this failure can be attributed to total fear. However, many students fail because they simply did not know what was expected of them. So, while the student is in your classroom, make sure that he is exposed to every conceivable type of direction, and every conceivable type of answer sheet. No matter how great the rapport might have been between you and a student, once he leaves the classroom he may regress almost immediately. Thus the student who drives you crazy with questions, will "clam up" in a testing situation. He simply will not draw the spotlight to himself by asking questions, especially when it seems to him that everyone else knows what they are doing.

VIII. Test Taking Techniques:

As an ABE student acquires reading skills, he marches inevitably towards taking a test in which these skills are evaluated. Very often as we send students off to take that final step, glowing with pride at our success and his progress, we forget the final "wrapping up" process. Taking a test is a culmination of all reading skills--vocabulary, comprehension and study skill methods. Although we know that there is no such thing as a "tricky" test, there are in fact "tricks" or test taking skills which all students should have. When to guess, when not to guess, how to eliminate answers in multiple choice questions, key words used in true/false, all of these factors need to be discussed and explained before the test. Then with all this knowledge plus a rabbit's foot, your student will have a fighting chance at passing his test.

READING RESOURCES

The resources on the following pages may be helpful to you in your classes. Gunning's Formula is an easy way to estimate the grade level of a sample reading test of 100 words or more.

The Informal Phonics Test is one example of a phonics test.

Several aids to vocabulary acquisition are also included, as is the Dolch List of 220 Basic Sight Words.

A sample Reading Skills Summary Sheet and an Informal Reading Inventory present ways you might gather important reading information about a student on one page.

A Locator Tool for reading is given, and several standardized reading tests are identified, and the resources conclude with a short bibliography.

You may wish to add to these resources.

PORTLAND COMMUNITY COLLEGE
COMMUNITY EDUCATION DIVISION
Adult Tutoring - Ross Island Center
049 S.W. Porter
Portland, Oregon 97201
Phone: 224-2135

Gunning's Formula To Gauge The Level Of Reading Difficulty

1. Count a sample of 100 words.

2. Count the number of words with three or more syllables . . . . Let's say it comes to 10

3. Compute average number of words per sentence . . . . Let's say it comes to 15

4. Add the two figures for Step 2 and 3.

$$\begin{array}{r} 10 \\ +15 \\ \hline 25 \end{array}$$

5. Multiply the total by .4

$$\begin{array}{r} 25 \\ \times .4 \\ \hline 10.0 \end{array}$$

The answer is the approximate reading grade level.

PORTLAND COMMUNITY COLLEGE
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DEVELOPMENTAL READING PROGRAM: INTERMEDIATE LEVEL

INFORMAL PHONICS TEST

STUDENT'S NAME _____

INSTRUCTOR _____

DATE _____

I. LETTERS: On the lines below write the letters given by the teacher.

1. _____	6. _____	11. _____	16. _____	21. _____
2. _____	7. _____	12. _____	17. _____	22. _____
3. _____	8. _____	13. _____	18. _____	23. _____
4. _____	9. _____	14. _____	19. _____	24. _____
5. _____	10. _____	15. _____	20. _____	25. _____
				26. _____

II. BEGINNING SOUNDS: Write the letter that makes the beginning sound of the words the teacher reads.

1. _____	6. _____	11. _____	16. _____	21. _____
2. _____	7. _____	12. _____	17. _____	22. _____
3. _____	8. _____	13. _____	18. _____	23. _____
4. _____	9. _____	14. _____	19. _____	24. _____
5. _____	10. _____	15. _____	20. _____	25. _____
				26. _____

III. CONSONANT BLENDS: Write in the missing two letters as the teacher reads the words.

1. __ __ other		11. __ __ ove	
2. __ __ ook		12. __ __ ease	
3. __ __ ess		13. __ __ eep	
4. __ __ iday		14. __ __ hool	
5. __ __ een		15. __ __ ate	
6. __ __ etty		16. __ __ all	
7. __ __ ee		17. __ __ ow	
8. __ __ ame		18. __ __ end	
9. __ __ ub		19. __ __ ore	
10. __ __ oor		20. __ __ eet	
		21. __ __ elve	

Write in the missing three letters as the teacher reads the words.

22. __ __ __ eam
23. __ __ __ ing
24. __ __ __ eet
25. __ __ __ imp
26. __ __ __ ee

IV. DIGRAPHS: Write in the missing two letters as the teacher reads the words.

1. __ __ e
2. __ __ o
3. __ __ em
4. __ __ eese
5. tele __ __ one
6. di __ __
7. ba __ __
8. wat __ __
9. __ __ ere
10. gra __ __

V. SHORT VOWELS: Write in the missing vowel as the teacher reads the words.

1. h __ t
2. h __ n
3. h __ t
4. h __ t
5. h __ t
6. m __ ll
7. sh __ p
8. g __ m
9. h __ lp
10. l __ mp

Write the letters which represent the short vowel sounds.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

VI. SYLLABLES: Listen to the teacher pronounce each word, then divide them into syllables as shown in the examples.

EXAMPLES: 1 1. mop 2 2. kit/chen 3 3. bas/ket/ball

___ 1. cat
___ 2. tonight
___ 3. round
___ 4. submarine
___ 5. afternoon
___ 6. something
___ 7. tiger
___ 8. horse
___ 9. grasshopper
___10. labor
___11. automobile
___12. sheet

CED:ABE
CS:gm
1:25:73

PORTLAND COMMUNITY COLLEGE
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DEVELOPMENTAL READING PROGRAM: INTERMEDIATE LEVEL

INFORMAL PHONICS TEST ANSWER SHEET

I. LETTER KNOWLEDGE: Have the student write both capital and lower case letters as you read them.

1.	T t	6.	W w	11.	P p	16.	Z z	21.	G g
2.	S s	7.	K k	12.	D d	17.	I i	22.	H h
3.	B b	8.	E e	13.	V v	18.	R r	23.	U u
4.	X x	9.	C c	14.	J j	19.	Y y	24.	M m
5.	F f	10.	O o	15.	A a	20.	N n	25.	L l
								26.	Q q

II. BEGINNING SOUNDS: Have the student write the letter that makes the beginning sound in the following words.

1.	fast	6.	kitchen	11.	odd	16.	itch	21.	summer
2.	ten	7.	letter	12.	zero	17.	job	22.	radio
3.	no	8.	upper	13.	good	18.	mother	23.	edge
4.	danger	9.	work	14.	visit	19.	queen	24.	you
5.	happen	10.	after	15.	people	20.	cage	25.	baseball
								26.	x-ray

III. CONSONANT BLENDS: Have the student write the missing 2 letter blends as you read them.

1. brother ... He is my brother.
2. crook ..... He was a famous crook.
3. dress ..... She has a new dress.
4. Friday .... We go to school on Friday.
5. green ..... Green is my favorite color.
6. pretty .... She is very pretty.
7. tree ..... The cat ran up the tree.
8. blame ..... Don't blame me.
9. club ..... I belong to a club.
10. floor ..... The dish fell on the floor.
11. glove ..... I lost my glove.
12. please .... Please shut the door.
13. sleep ..... I could sleep all day.
14. school .... He is going to school.

15. skate .... Do you know how to skate?
16. small .... The baby was very small.
17. snow ..... The snow fell all night.
18. spend .... We spend too much money.
19. store .... They went to the store.
20. sweet .... The pie was too sweet.
21. twelve ... There are twelve months.

THREE LETTER BLENDS: Have the student write the missing 3 letter blends.

22. scream ... I thought I heard a scream.
23. spring ... Spring will start next month.
24. street ... Our street is very bumpy.
25. shrimp ... He likes fried shrimp.
26. three .... She is three years old.

IV. DIGRAPHS: Have the student write the 2 letters that are missing in the following words.

1. she ..... She is not at home.
2. who ..... Who answered that question?
3. them ..... I saw them at the drive-in.
4. cheese ... We had cheese sandwiches.
5. telephone. Did the telephone ring?
6. dish ..... I broke the dish.
7. bath ..... We gave the dog a bath.
8. watch .... He got a new watch.
9. where .... Where do you live?
10. graph .... Can you read a graph?

V. SHORT VOWELS: Have the student write in the missing vowel.

1. hot ..... The stove is hot.
2. hen ..... Our hen lays eggs.
3. hit ..... He hit the ball.
4. hat ..... I wear a cowboy hat.
5. hut ..... A hut is a small house.
6. mill ..... They work in a lumber mill.
7. shop ..... I love to shop.
8. gum ..... Do you chew gum?
9. help ..... Please help me.
10. lamp ..... We bought a new lamp.

Have the student write the letter which represents the sounds of the following short vowels.

1.	a	4.	u	7.	e	10.	u
2.	o	5.	e	8.	a		
3.	i	6.	i	9.	o		

VI. SYLLABLES: First, have the student write the number of syllables each word contains. Second, have the student mark each syllable with a diagonal line.

EXAMPLES: 1 1. mop 2 2. kit/chen 3 3. bas/ket/ball

1 1. cat
2 2. to/night
1 3. round
3 4. sub/ma/rine
3 5. af/ter/noon
2 6. some/thing
2 7. ti/ger
1 8. horse
3 9. grass/hop/per
2 10. la/bor
4 11. au/to/mo/bile
1 12. sheet

CED:ABE
CS:gm
1:25:73

THE FOURTEEN WORDS[1]

Keys to the Meanings of over 14,000 Words

DERIVATIONS

	Words	Prefix	Common Meaning	Root	Common Meaning
1.	Precept	pre-	(before)	capere	(take, seize)
2.	Detain	de-	(away, from)	tenere	(hold, have)
3.	Intermittent	inter-	(between)	mittere	(send)
4.	Offer	ob-	(toward)	ferre	(bear, carry)
5.	Insist	in-	(into)	stare	(stand)
6.	Monograph	mono-	(alone, one)	graphein	(write)
7.	Epilogue	epi-	(upon)	legein	(say, study of)
8.	Aspect	ad-	(to, towards)	specere	(to look)
9.	Uncomplicated	un- com-	(not) (together with)	plicare	(fold)
10.	Nonextended	non- ex-	(not) (out of)	tendere	(stretch)
11.	Reproduction	re- pro-	(back, again) (forward)	ducere	(lead)
12.	Indisposed	in- dis-	(not) (apart from)	ponere	(put, place)
13.	Oversufficient	over- suf-	(above) (under)	facere	(make, do)
14.	Mistranscribe	mis- trans-	(wrong) (across, beyond)	scribere	(write)

SUFFIXES ARE ADDED

	Words[2]	Suffix	Common Meaning
1.	Preceptor (1)	-or	(person who, thing which)
2.	Detention (2)	-ion	(condition or state)
3.	Contentment (2)	-ment	(state or condition of)
4.	Tenure (2)	-ure	(act, process)
5.	Tenable (2)	-able	(suitable for or capable of)
6.	Tenant (2)	-ant	(one who, quality of)
7.	Superintendent (2)	-ent	(one who performs the stated action)
8.	Producer (11)	-er	(a person occupationally connected with)
9.	Disposition (12)	-ion	(condition or state)

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[1]James Brown. Efficient Reading. Revised ed. Boston. D. C. Heath. 1962. p. 121.

[2]Numbers correspond to numbers for the root in the list of the fourteen words.

ADULT BASIC EDUCATION
Wilson's Essential Vocabulary (3)

(Note: Instructors are encouraged to teach in upper and lower case.)

ADULTS ONLY

ANTIDOTE

BEWARE

BEWARE OF THE DOG

BUS STATION

BUS STOP

CAUTION

CLOSED

COMBUSTIBLE

CONTAMINATED

CONDEMNED

DEEP WATER

DENTIST

DON'T WALK

DO NOT CROSS, USE TUNNEL

DO NOT CROWD

DO NOT ENTER

DO NOT INHALE FUMES

DO NOT PUSH

DO NOT REFREEZE

DO NOT SHOVE

DO NOT STAND UP

DO NOT USE NEAR HEAT

DO NOT USE NEAR OPEN FLAME

DOCTOR (DR.)

DOWN

DYNAMITE

ELEVATOR

EMERGENCY EXIT

EMPLOYEES ONLY

ENTRANCE

EXIT

EXIT ONLY

EXPLOSIVES

EXTERNAL USE ONLY

FALLOUT SHELTER

FIRE ESCAPE

FIRE EXTINGUISHER

FIRST AID

FLAMMABLE

FOUND

FRAGILE

GASOLINE

GATE

GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE
IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS
KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT
LADIES
LOST
LIVE WIRES
MEN
NEXT (WINDOW (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE
OFFICE
OPEN
OUT
OUT OF ORDER
PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS

POST OFFICE

POSTED

PRIVATE

PRIVATE PROPERTY

PULL

PUSH

SAFETY FIRST

SHALLOW WATER

SHELTER

SMOKING PROHIBITED

STEP DOWN (UP)

TAXI STAND

TERMS CASH

THIN ICE
THIS END UP
THIS SIDE UP

UP

USE BEFORE (DATE)

USE IN OPEN AIR

VIOLATORS WILL BE PROSECUTED

WALK

WANTED

WARNING

WATCH YOUR STEP

WET PAINT

WOMEN

ALL CARS (TRUCKS) STOP

ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS

BRIDGE OUT

BUS ONLY

CAUTION

CONSTRUCTION ZONE

CURVE

DANGER

DANGEROUS CURVE

DEAD END

DEER (CATTLE) CROSSING

DETOUR

DIM LIGHTS

DIP

DO NOT BLOCK WALK (DRIVEWAY)

DO NOT ENTER

DRIFTING SAND

DRIVE SLOW

EMERGENCY VEHICLES ONLY

END 45

END CONSTRUCTION

ENTRANCE

EXIT ONLY

EXIT SPEED 30

FALLING ROCKS

FLOODED

FLOODS WHEN RAINING

FOUR WAY STOP

FREEWAY

GARAGE

GATE

GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101 A

KEEP TO THE LEFT (RIGHT)

LANE ENDS

LAST CHANCE FOR GAS

LEFT LANE MUST TURN LEFT

LEFT TURN ON THIS SIGNAL ONLY

LEFT TURN ONLY

LEFT TURN O.K.

LOADING ZONE

LOOK

LOOK OUT FOR THE CARS (TRUCKS)

LISTEN

M.P.H.

MECHANIC ON DUTY

MEN WORKING

MERGE LEFT (RIGHT)

MERGING TRAFFIC

MILITARY RESERVATION

NEXT

NO LEFT TURN

NO PARKING

NO PASSING

NO RIGHT TURN

NO RIGHT TURN ON RED LIGHT

NO SMOKING AREA

NO STANDING

NO STOPPING

NO TURNS

NO "U" TURNS

NOT A THROUGH STREET

ONE WAY-
DO NOT ENTER

ONE WAY STREET

PAVEMENT ENDS

PED XING

PLAYGROUND

PROCEED AT YOUR OWN RISK

PRIVATE ROAD

PUT ON CHAINS

R.R.

RAILROAD CROSSING

RESTROOMS

RESUME SPEED

RIGHT LANE MUST TURN
RIGHT

RIGHT TURN ONLY

ROAD CLOSED

ROAD ENDS

SCHOOL STOP

SCHOOL ZONE

SLIDE AREA

SLIPPERY WHEN WET
(FROSTY)

SLOW DOWN

SLOWER TRAFFIC
KEEP RIGHT

SPEED CHECKED BY RADAR

STEEP GRADE

STOP

STOP AHEAD

STOP FOR PEDESTRIANS

STOP WHEN OCCUPIED

STOP MOTOR

THIS LANE MAY TURN LEFT

THIS ROAD PATROLLED BY
AIRCRAFT

THREE WAY LIGHT

TURN OFF $\frac{1}{2}$ MILE ($\frac{1}{4}$ MILE)

TURN OFF

TRAFFIC CIRCLE

TRUCK ROUTE

UNLOADING ZONE

USE LOW GEAR

WATCH FOR FLAGMAN

WATCH FOR LOW FLYING
AIRCRAFT

WINDING ROAD

YIELD

YIELD RIGHT OF WAY

(The author is a teacher in the Huntington Beach, California, Union High School district, Corlett T. Wilson.)

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Appendix R3-H

The Dolch List of 220
Basic Sight Words*

NOTE: Dolch's study shows that about two-thirds of the words in reading materials for elementary grades are included in this list. This list does not include nouns.

a	can	go	light	play
about	carry	goes	like	please
after	clean	going	little	pretty
again	cold	good	live	pull
all	come	got	long	put
always	could	green	look	ran
am	cut	grow	made	read
an	did	had	make	red
and	do	has	many	ride
any	does	have	may	right
are	done	he	me	round
around	don't	help	much	run
as	down	her	must	said
ask	draw	here	my	saw
at	drink	him	myself	say
ate	eat	his	never	see
away	eight	hold	new	seven
be	every	hot	no	shall
because	fall	how	not	she
been	far	hurt	now	show
before	fast	I	of	sing
best	find	if	off	sit
better	first	in	old	six
big	five	into	on	sleep
black	fly	is	once	small
blue	for	it	one	so
both	found	its	only	some
bring	four	jump	open	soon
brown	from	just	or	start
but	full	keep	our	stop
buy	funny	kind	out	take
by	gave	know	over	tell
call	get	laugh	own	ten
came	give	let	pick	thank

*Edward W. Dolch. Methods in Reading, Champaign, Ill. Garrard Publishing Co., 1955.

The Dolch List of 220
Basic Sight Words

that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
wash
was
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

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READING SKILLS SUMMARY SHEET

Name:_____

Phonetic Analysis
- Consonants
- Consonant Blends
- Digraphs
- Diphthongs
- Long Vowels
- Phonograms

Structural Analysis
- Plurals
- Endings
- Compound Words
- Contractions
- Prefixes
- Root Words
- Suffixes
- Syllabication

Word Recognition
- Basic Sight Words
- Pronunciation Level

Word Meaning
- Level
- Synonyms
- Antonyms
- Homonyms

Comprehension Levels

Literal _____ Interpretive _____ Evaluative _____

Reading Levels

Instructional _____ Independent _____ Frustration _____

Capacity _____

Examined By:_____ Date: _____

MM:1974

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LOCATOR TOOLS: READING

On the basis of information gathered from the Adult Basic Education applicant-teacher interview, the student will be presented with a reading selection which he will be asked to read orally. The teacher will then determine whether or not he is competent on this particular level.

Evaluation

Provided the student shows ability with the selected reading he will be given progressively more difficult reading matter until his reading level competency has been determined.

Once the reading level has been diagnosed, the student will be given the appropriate materials. If class sections are divided by achievement levels, he also will be assigned to that section corresponding with his apparent ability.

Ability to read Selection:	would indicate grade ability.
A	1st
B	2nd
C	3rd
D	4th
E	5th

If the applicant displays proficiency at the highest reading selection in this inventory battery, he will be assigned to the corresponding class section and there will receive the reading placement test to place him in an SRA Reading Lab and determine his reading grade level upon entrance.

Reading Inventory

A.

"Bob," said Tom,
"That man took the car!
He lives in a big house.
His name is John Brown.
Let us stop him."

B.

Bob wanted to go fishing. He went
to the lake. He saw a man there.
"Are there many fish in this lake?"
asked Bob.
"Yes Sir!" said the man.
"What kind of fish are they?" asked Bob.
"We catch many bass and catfish in this
lake," said the man.

C.

John likes to keep his home looking beautiful. To do this, he has found he must paint every three or four years.

As soon as spring arrives, he will get out his tools. He needs a ladder, putty knife, scraper, wire brush, paint, and paint brushes.

John likes to scrape and brush the surface to remove dust and old paint that is scaled. He also fills in loose putty around the windows.

D.

Harry stood in line at the employment office. He was big and strong and a good worker, but he hadn't worked for a year and a half. He wanted a job very much.

Finally his turn came. The man at the desk asked if Harry could do cement work. Harry was happy. He knew he was one of the best cement workers around. "Yes, I can do cement work," said Harry. "Where do I go and when do I start?"

"Here is the address, and you start today," said the man at the desk.

E.

The men usually worked by two's standing with their feet in the icy river water. With big hats to keep off the sun, they shoveled great mounds of dirt from the spot where they believed gold to be buried. Then one man held a sieve made of loosely bound willow branches over a common cooking pan. The other man shoveled earth into the sieve. When the pan was full, the men carried it to the river and lowered it into the water.

Then with sticks they stirred the earth until most of it flowed over the top of the pan and was carried away. The pan was turned and sifted until the sand had washed away and the gold lay shining in the bottom. Sometimes the gold was found in pieces the size of a nut but more often in the form of dust or sand.

SOME STANDARDIZED READING TESTS FOR USE IN ADULT BASIC EDUCATION

1. Gates - Primary, Forms 1, 2, 3 Type PWR, Type PSR, and Type PPR-Psychological Corporation
2. Gilmore Oral Reading Tests, Forms A, B-Psychological Corporation
3. Adult Basic Education Student Survey, Parts 1 & 2--Follet Publishing Company
4. Adult Basic Learning Examination (ABLE)--Harcourt, Brace, Inc.
5. California Reading Test, Elementary Forms, W, M, Y, Z--California Test Bureau
6. Gates Reading Survey, Forms 1, 2, 3--Psychological Corporation
7. Iowa Silent Reading Test, Elementary Forms Am, Bm, Cm, Dm--Psychological Corporation
8. Iowa Test of Basic Skills, Forms 6, 7, 8 Grades
9. Botel Reading Inventory, Pennsylvania Valley Publishers, Inc. State Col. Penn.
10. Gilmore Oral Reading Test, New York, Harcourt, Brace, Inc.
11. Gray Oral Reading Test, New York, Bobbs-Merrill
12. Wide Range Achievement Test

INFORMAL READING INVENTORY

Here is a sample check sheet that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name_____ Date_____

Education_____ Institution_____

Vocabulary Difficulties

Letters transposed	_____	Context clue	_____
Pronunciation	_____	Picture clue	_____
Beginnings omitted	_____	Phonic difficulties	_____
Endings omitted	_____	_____	
Reversals	_____	_____	
Words confused	_____	_____	
Sounds added	_____	_____	
Sounds omitted	_____	_____	

Comprehension Difficulties

Poor memory	_____	Word reader	_____
Directions	_____	Punctuation	_____
Detail reading	_____	Directional skills	_____
Summarization	_____	Repetitions	_____

Special Difficulties

_____

_____

_____

Reading Levels

Independent___ Instructional___ Frustration___ Capacity____

Series used_____

Materials recommended_____

_____

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MATHEMATICS

by Mike St. John, Portland Community College

INTRODUCTION

For most adults entering class, math is the most feared subject. They will proclaim this fear and incompetence immediately, and generally be ashamed of any entrance test results which document their inability to do "simple" MATH. Stemming from this, some will assert "I just forgot, but I really know it" while others will say "I can't ever learn it." As an adult educator, it will be your job to tactfully deal with these very real fears and show each individual that they can become competent mathematicians. The student will be a good ally in this because in spite of all these fears, math is the one subject they will want to spend the most time on.

One way to help is on the entrance or diagnostic test itself, one of which is contained in the back of this section. In discussing it with the student, avoid grade level implications. Talk of it as skills to be learned. If they have done well on addition, but poorly on everything else, build from this by pointing out that they have learned the addition, so of course they can learn any skill. If they cannot even add, draw from life skills such as cooking or riding a bus that they have mastered in order to establish that if they have learned these, they can learn other things including math.

Another thing you can do is conceptually link algebra and geometry to the arithmetic they will be expected to learn. The very words "algebra" and "geometry" scare them--after all, aren't they "dummies" who never could learn those things? So begin to use those two words right off to help ease the traumatic shock. If they are G.E.D. students, they will in fact need to learn at least a little of it; and if they are not, there is still a great deal of pride from even learning the most basic equations, even if the journey there is a long one. Calmly and matter-of-factly mention these areas as just some other skills you expect them to be able to learn. For most adult learners, this will be the first time in their lives that anyone has ever given them credit for the intelligence to learn those things. Think of the impact of that! A teacher has finally said to them that they can learn math. Your expectation of their success is a big psychological boost for people who so often were never expected to succeed in math, and who now don't even expect themselves to do so.

Principles of Teaching Math to Adults

There are a few general principles to keep in mind when teaching math to anyone, including adults. These principles are derived from years of teaching adults, and are passed on to you as suggestions rather than laws.

- From the beginning, for example, insist that the learned does work neatly and in an organized fashion. Do not allow work to be done on bits of paper, or edgewise and sideways up and down the page. You will benefit in being able to see how they do a problem so that you can help. The student will benefit in the same way, and will develop an organized pattern of learning to build from--a record of competence. One way to begin this is not to allow them to write in the text. This, incidentally, will help stretch "thin" adult education budgets. Have the student pick up a spiral notebook or three-ring binder, though personal preference can alter this.

- Another principle is to insist that they learn all the vocabulary associated with a given math skill. If they can learn the parts of a car, or their bodies, or a sewing machine, they can understand the importance of this and can learn it. Don't be dogmatic about this. One good way is for you to use the vocabulary when you describe the problem being taught. They will pick up on it, especially if you feed them a forgotten word now and again. Have them read through a problem--speak it aloud--so you can better understand the mental processes they used to get the answer. Too many adult educators "hide" this vocabulary from students for fear it will frighten them. It probably will if you don't make it a natural part of the learning.

- Perhaps most important of all is to keep in mind that most adults have picked up a lot of what they know through people, not through books. So avoid lectures and teach one-to-one or in very small groups. Expect to go through the example problems contained in the textbook with each student and use other problems until they are able to do them independently. Wherever possible, draw on their background and experience to illustrate any principle involved. With the exception of those who enter with a very rich math background, do not expect to have a student work independently through a textbook. If they could, they wouldn't

need you. In general, if a student indicates he or she plans to do homework, try and confine it to drill and practice over skills they learn in class rather than going ahead, at least until you are sure of their ability to move to other skills. In any case, encourage them to stop when they have a problem. This might prevent "unlearning" bad habits.

- As far as textbooks or workbooks or practice sheets you or your program chooses to use, there is one thing to watch for in addition to all the obvious factors. Thoroughly go through the book you use for "hidden assumptions" or unseen "rules." Many times an accident becomes a law for the student using the book. For example, look at the following set of fractions in an exercise on fraction reducing:

  2/4, 4/8, 8/16, 5/10, 6/12

  The hidden assumption here is that the numerator is "always" the number that will divide both numerator and denominator when in fact it is simply an accident that occurs with this set of numbers and does not express the correct rule for reducing. Even the best texts need outside practice sheets to supplement them and check these hidden rules. Student work will clue you to the presence of most of these.

- A factor often overlooked in teaching adults is the need to be sure that they grasp the concepts involved with each skill or set of skills. We tend to expect adults to learn through words, and thus avoid the step-by-step processes used with children. When teaching fractions, for heaven's sake be sure they know what a fraction is before diving into addition, subtraction, and the rest. Tear up paper, draw pies, work with money, or cubes or whatever so that they understand the concept of what a fraction is. In algebra, work with any type of symbol until they grasp the concept that letters stand for numbers and are not invested with a mysterious meaning of their own. Be as concrete as possible in illustrating examples.

- Finally, math is a fairly concise set of skills. There are only the four basic processes of addition, subtraction, multiplication and division, and only two kinds of numbers, whole numbers and fractions. Once they have mastered these, then surely a student can learn how to add, subtract, multiply and divide fractions, or add, subtract, multiply and divide signed numbers, monomials, and so forth. Whenever they feel lost,

just refer them back to those old friends. With this knowledge and your confidence, math can be a lot of fun to teach and to learn.

Math Proficiency Exam

1. The Test:

The exam is made up of one hundred items which cover through percents in some detail with a few problems in equations, formulas, inequalities, and geometry for the more advanced student. In whole numbers and fractions, it is set up to move from simple to complex within each given skill. It does not contain any story problems, but does have written directions for some problems and also touches on reading and writing whole numbers. A "hidden assumption" of this test is that the student knows the correct vocabulary associated with certain skills. For example, the directions "Change to an improper fraction" demands that the student associate a skill with the vocabulary that expresses it. Like any test, this one can only sample math, and should be altered if skills you feel are equally important are not present.

2. Giving the Test:

On the first take, students should be encouraged to do as many problems as they can, stopping only when they feel they can do no more. Unless for a specific purpose, there is no time limit on it. It can be used in whole or in part, and can be used periodically to measure progress.

3. Scoring the Test:

Using the front sheet, shade in a square for each error in each skill. (It is not necessary to shade in whole sections the student chooses not to do. Simply x-ing the section will suffice.) Keep this front sheet with its visual record and either discard the test or return it to the student. On subsequent re-tests, progress can be measured visually. In scoring, avoid implications of grade levels. Even the total score is not very important. It should be seen as a notation of skills that the student needs to learn at that moment. Begin immediate teaching on the most basic

skill missed. A general rule is that if there is more than one error in a skill, the student must demonstrate competence in that skill before going on.

MATH PROFICIENCY EXAM - STUDENT PROFILE

_____ FIRST TESTING
_____ SECOND TESTING
_____ THIRD TESTING

STUDENT'S NAME_____ DATE_____ NUMBER CORRECT_____

DIRECTIONS: SHADE IN A SQUARE FOR EACH INCORRECT ANSWER IN EACH INDICATED SKILL. THE NUMBER TO THE RIGHT OF EACH SKILL INDICATES THE NUMBER OF TEST ITEMS MEASURING THAT SKILL.

WHOLE NUMBERS

ADD	5
SUBTRACT	5
MULTIPLY	5
DIVIDE	5
WRITING IN WORDS	2
WRITING IN NUMBERS	2

FRACTIONS

SIMPLIFYING	2
MIXED TO IMPROPER	2
REDUCING	4
ADDING	5
SUBTRACT	5
MULTIPLY	5
DIVIDE	5

DECIMALS

CONVERT TO DECIMALS	3
CONVERT TO FRACTIONS	3
ADD	4
SUBTRACT	4
MULTIPLY	4
DIVIDE	4
ROUNDING OFF	1

PERCENTS

CONVERT TO DECIMALS	3
CONVERT TO PERCENTS	3
FIND PERCENTAGE	3
FIND BASE	3
FIND PERCENT	3

EQUATIONS	3
FORMULAS	2
INEQUALITIES	2
AREA AND ANGLES	2

MATH PROFICIENCY EXAM

NAME _____ DATE _____ SCORE _____

DIRECTIONS: COMPLETE AS MANY OF THE FOLLOWING AS POSSIBLE.

(1) $\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$ (2) $\begin{array}{r} 2361 \\ +5624 \\ \hline \end{array}$ (3) $\begin{array}{r} 36 \\ +27 \\ \hline \end{array}$ (4) $\begin{array}{r} 891 \\ 467 \\ +284 \\ \hline \end{array}$ (5) 26 + 307 + 9 =

(6) $\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$ (7) $\begin{array}{r} 89 \\ -36 \\ \hline \end{array}$ (8) $\begin{array}{r} 562 \\ -357 \\ \hline \end{array}$ (9) $\begin{array}{r} 4090 \\ -2093 \\ \hline \end{array}$ (10) 231 - 56 =

(11) $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$ (12) $\begin{array}{r} 36 \\ \times\ 3 \\ \hline \end{array}$ (13) $\begin{array}{r} 8766 \\ \times\ 402 \\ \hline \end{array}$ (14) $\begin{array}{r} 708 \\ \times\ 81 \\ \hline \end{array}$ (15) 639 x 20 =

(16) $4\overline{)8}$ (17) $9\overline{)198}$ (18) $43\overline{)3096}$ (19) $86\overline{)1763}$ (20) 2706 ÷ 22 =

WRITE THE FOLLOWING NUMBERS IN WORDS:

(21) 25= _____ (22) 1,368= _____

WRITE THE FOLLOWING IN NUMBERS:

(23) one hundred twenty-three= _____ (24) three hundred twelve thousand forty-eight= _____

4-67

SIMPLIFY THE FOLLOWING:

(25) $\frac{24}{8}$ =

(26) $\frac{16}{5}$ =

CONVERT TO IMPROPER FRACTIONS:

(27) 2 1/3 =

(28) 16 2/5 =

REDUCE THE FOLLOWING:

(29) $\frac{2}{8}$ =

(30) $\frac{9}{12}$ =

(31) $\frac{21}{28}$ =

(32) $\frac{144}{266}$ =

ADD THE FOLLOWING:

(33) $\begin{array}{r} \frac{1}{7} \\ +\ \frac{1}{7} \\ \hline \end{array}$

(34) $\begin{array}{r} \frac{1}{2} \\ +\ \frac{3}{4} \\ \hline \end{array}$

(35) $\begin{array}{r} 3 \\ \frac{1}{8} \\ +\ 2 \\ \hline \end{array}$

(36) $\begin{array}{r} 4\ 5/6 \\ 2\ 3/8 \\ +\ 5\ 2/3 \\ \hline \end{array}$

(37) 9 + 2 1/5 =

SUBTRACT THE FOLLOWING:

(38) $\begin{array}{r} \frac{3}{5} \\ -\ \frac{2}{5} \\ \hline \end{array}$

(39) $\begin{array}{r} \frac{5}{8} \\ -\ \frac{1}{3} \\ \hline \end{array}$

(40) $\begin{array}{r} 9 \\ -\ 5\ 1/3 \\ \hline \end{array}$

(41) $\begin{array}{r} 5\ 1/6 \\ -\ 2\ 3/4 \\ \hline \end{array}$

(42) 17 1/4 - 3/5 =

MULTIPLY THE FOLLOWING:

(43) 1/3 x 1/4 =

(44) 3/8 x 2/3 =

(45) 6 x 5/9 =

(46) 1 1/3 x 2 5/7=

(47) 2 1/2 x 2/3 x 4 3/8 =

DIVIDE THE FOLLOWING:

(48) 2/5 ÷ 1/8 =

(49) 3/5 ÷ 9 =

(50) 3/ 3/8 ÷ 3/16 =

(51) 12 ÷ 3/4 =

(52) 8 4/5 ÷ 2 2/3 =

CHANGE THE FOLLOWING TO DECIMALS:

(53) 1/4 =

(54) 3/8 =

(55) 5 1/2 =

CHANGE THE FOLLOWING TO FRACTIONS:

(56) .25 =

(57) 2.6 =

(58) .203 =

ADD THE FOLLOWING:

(59)
$2.85
$1.02

(60)
.9
+ .8

(61)
14.91
23.722
6.7
+ 103.56

(62) 3.6 + 252 + 7.92 =

SUBTRACT THE FOLLOWING:

(63)
5.73
-1.42

(64) 15.032 - 7 =

(65)
$19.03
-$ 6.95

(66)
17
- .078

4-69

MULTIPLY THE FOLLOWING:

(67) $\begin{array}{r} .3 \\ \times\ 5 \\ \hline \end{array}$ (68) $\begin{array}{r} .9 \\ \times\ .6 \\ \hline \end{array}$ (69) $\begin{array}{r} 3.62 \\ \times\ .04 \\ \hline \end{array}$ (70) $\begin{array}{r} 9.002 \\ \times\ 2.03 \\ \hline \end{array}$

DIVIDE THE FOLLOWING:

(71) $5/\overline{2.5}$ (72) $.03/\overline{120}$ (73) $2.1/\overline{.0042}$ (74) $.018/\overline{.9108}$

(75) Round off to the nearest penny \$12.036 = _____

CHANGE THE FOLLOWING TO DECIMALS:

(76) 36% = _____ (77) 212% = _____ (78) 3 1/4% = _____

CHANGE THE FOLLOWING TO PERCENTS:

(79) .02 = _____ (80) 3 = _____ (81) $\frac{2}{5}$ = _____ (82) $\frac{2}{3}$ = _____

4-70

COMPUTE THE FOLLOWING:

(83) 60% of 180 = _____ (84) 33 1/3% of 45 = _____ (85) 150% of 90 = _____

(86) 25% of ____= 100 (87) 5 1/4% of what number is 4.2 (88) 320% of ____= 304

(89) _____% of 50 = 25 (90) _____% of 90 = 60 (91) _____% of 20 = 50

IN THE FOLLOWING EQUATIONS, SOLVE FOR y

(92) y + 9 = 12 (93) 4y + 7 = 27 (94) y + 2y - 8 = 43

USING THE FORMULAS, SOLVE THE FOLLOWING:

(95) I = PRT, where P is 500, R is 2%, and T is 3

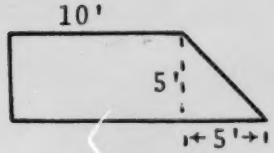
(96) A = 1/2 bh, where b = 6, and h = 2

CIRCLE WHETHER THE FOLLOWING ARE TRUE OR FALSE:

(97) 5 < 6 TRUE FALSE (98) If y $\leq$ 17, then y could be 21 TRUE FALSE

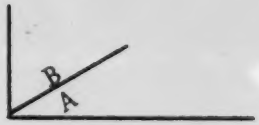
4-71

(99) FIND THE AREA OF THE FOLLOWING FIGURE:



The area is _____

(100) IN THE FOLLOWING RIGHT ANGLE, IF ANGLE A IS 50° WHAT IS ANGLE B?



B = _____

MATH PROFICIENCY EXAM - ANSWER KEY

(1)	9	(25)	3	(48)	3 1/5
(2)	7985	(26)	3 1/5	(49)	1/15
(3)	63	(27)	7/3	(50)	14
(4)	1642	(28)	82/5	(51)	16
(5)	342	(29)	1/4	(52)	3 3/10
(6)	4	(30)	3/4	(53)	.25
(7)	53	(31)	3/4	(54)	.375
(8)	205	(32)	72/133	(55)	5.5
(9)	1997	(33)	2/7	(56)	1/4
(10)	175	(34)	3/4	(57)	2 3/5
(11)	20	(35)	5 1/8	(58)	203/1000
(12)	108	(36)	12 7/8	(59)	3.87
(13)	3523932	(37)	11 1/5	(60)	1.7
(14)	57348	(38)	1/5	(61)	148.192
(15)	12780	(39)	7/24	(62)	263.52
(16)	2	(40)	3 2/3	(63)	4.31
(17)	22	(41)	2 5/12	(64)	8.032
(18)	72	(42)	16 13/20	(65)	12.08
(19)	20 R 43	(43)	1/12	(66)	16.922
(20)	123	(44)	1/4	(67)	1.5
(21)	twenty-five	(45)	3 1/3	(68)	.54
(22)	one thousand three hundred sixty-eight			(69)	.1448
(23)	123	(46)	3 13/21	(70)	18.27406
(24)	312,048	(47)	21 7/8	(71)	.5

4-73

(72) 4000

(73) .002

(74) 50.6

(75) $12.04

(76) .36

(77) 2.12

(78) .0325

(79) 2%

(80) 300%

(81) 40%

(82) 66 2/3%

(83) 108

(84) 15

(85) 135

(86) 400

(87) 80

(88) 95

(89) 50%

(90) 66 2/3%

(91) 250%

(92) 3

(93) 5

(94) 17

(95) 30

(96) 6

(97) TRUE

(98) FALSE

(99) 62.5 sq. ft.

(100) 40°

SAMPLE MATH SKILLS CHECKLIST

The student will demonstrate the ability to:

1. Add whole numbers
    - 1.1 Add combinations of whole numbers
    - 1.2 Add columns of one-digit numbers
    - 1.3 Add numbers of more than one digit
    - 1.4 Add numbers where carrying is required
2. Subtract whole numbers
    - 2.1 Subtract where no borrowing is required
    - 2.2 Subtract where borrowing is required
    - 2.3 Subtract where the use of zeros is required
    - 2.4 Check subtraction
3. Multiply whole numbers
    - 3.1 Recite and/or write multiplication tables 1-12
    - 3.2 Multiply a whole number where no carrying is required
    - 3.3 Multiply a whole number where carrying is required
4. Divide whole numbers
    - 4.1 Find the quotient with single digit divisor
    - 4.2 Find the quotient with multiple digit divisor
5. Read and write whole numbers
6. Change fractions
    - 6.1 Reduce fraction
    - 6.2 Change to higher terms
    - 6.3 Change from improper to mixed number

6.4 Change from mixed number to improper

6.5 Compare fractions

7. Add fractions

7.1 Add fractions with <u>like</u> denominators

7.2 Add fractions with <u>unlike</u> denominators

7.3 Add whole numbers and fractions

7.4 Add mixed numbers

8. Subtract fractions

8.1 Subtract fractions with <u>like</u> denominators

8.2 Subtract fractions with <u>unlike</u> denominators

8.3 Subtract fractions from whole numbers

8.4 Subtract mixed numbers

8.5 Subtract fractions when borrowing is required

9. Multiply fractions

9.1 Multiply fractions by fractions

9.2 Multiply fractions and whole numbers

9.3 Multiply mixed numbers

10. Divide fractions

10.1 Divide fractions by fractions

10.2 Divide whole numbers by fractions

10.3 Divide with mixed numbers

11. Read and write decimals

12. Decimal fractions

12.1 Add decimals

12.2 Subtract decimals

12.3 Multiply decimal by whole numbers

12.4 Multiply decimals by decimals

12.5 Divide decimals by whole numbers

12.6 Divide decimals by decimals

12.7 Change fractions to decimals

12.8 Change decimals to fractions

12.9 Round off numbers

13. Percents

13.1 Change decimals to percent

13.2 Change percent to decimals

13.3 Change percent to fractions

13.4 Change fractions to percent

13.5 Compute percent

13.6 Compute percentage

13.7 Compute base

13.8 Compute reduction, selling price, percent of reduction or increase

13.9 Simple interest

13.10 Compute compound interest

14. Use common measures

14.1 Use inches, feet, yards

14.2 Compute distance, height, length and depth

14.3 Use pounds, ounces, and tons

14.4 Use fluid ounces, cups, pints, quarts, and gallons

14.5 Use months, hours, minutes, seconds

15. Use metric system
    - 15.1 Compute weights using metric measures
    - 15.2 Compute lengths using metric measures
    - 15.3 Compute volume using metric measures
16. Compute square and square root by table.
17. Use negative numbers
    - 17.1 Combine positive and negative numbers
    - 17.2 Multiply positive and negative numbers
    - 17.3 Divide positive and negative numbers
18. Combine and simplify algebraic terms
19. Solve for unknowns
20. Name geometric figures and parts of figures
    - 20.1 Name formulas for area and perimeter
    - 20.2 Compute sides of right triangles
21. Compute area
    - 21.1 Compute area of triangle
    - 21.2 Computer area of rectangle
    - 21.3 Compute area of square
    - 21.4 Compute area of parallelogram
    - 21.5 Compute area of circle
22. Compute perimeter
    - 22.1 Compute perimeter of square
    - 22.2 Compute perimeter of rectangle
    - 22.3 Compute circumference of circle

23. Compute volume

    23.1 Compute volume of cube and rectangular solid

    23.2 Compute volume of cylinder

24. Compute ratio and proportion

25. Read and interpret graphs

    25.1 Read and interpret lino graphs

    25.2 Read and interpret bar graphs

    25.3 Read and interpret circle graphs

26. Compute home expenses

27. Describe the difference between gross and net pay

28. Write a check

29. Maintain a checkbook

30. Make out deposit slips

31. Reconcile monthly checking account balance

PLEASE FEEL FREE TO ALTER THIS CHECKLIST TO MEET INDIVIDUAL AND PROGRAM NEEDS.

ENGLISH
AS A SECOND
LANGUAGE

INTRODUCTION

by Carmen Martinez, Walla Walla Community College

The students in English as a Second Language may compose one of the most diversified groups of people you may ever have to teach. While it is true that they all aspire to learn English, nevertheless, they bring to the class different cultural and educational backgrounds as well as different reasons for wanting to learn English. The student's age as well as his capacity to learn will also be important factors to consider.

A good teacher of E.S.L. will take all these differences into account. The planning should be based on the findings of the teacher after a personal interview with each student and some type of evaluation as to their present level of proficiency in English, their needs and aspirations.

The cultural context of E.S.L. instruction must be relevant to the day to day needs of the students. The E.S.L. teacher should be aware that the student will have to cope with subtle variations in human behavior, which are less obvious and therefore most likely to create misunderstanding. The E.S.L. instructor should anticipate the problems arising from differences between cultures and provide instruction to avert or solve this misunderstanding.

To the student in E.S.L., the teacher represents the American ideal. Therefore, the teacher will not only provide English language instruction, but also information about American culture, the ways of thinking, acting, and doing in this country. The teacher as well as the student will realize that the relationship between language and culture is an intimate one, the language explains the culture as much as the culture explains the language.

The E.S.L. teacher should not necessarily be fluent in the student's native language, but should have a knowledge of the language characteristics. This knowledge is essential since it will reveal the difficulties the student will encounter as he learns English. The role of the E.S.L. teacher is threefold: preventionist, diagnostician, and therapist.

The following handbook for English as a Second Language has been developed relying heavily on curriculum materials from the following sources: ATeacher's Planning Handbook for Developing ESL/ABE Programs, by Johanna Sculley Escobar and John Daugherty Bilingual Education Service Center, Arlington

Heights, Illinois and Individualized Instruction for Manpower English as A Second Language (MESL) Northwest AMIDS.

A SCOPE AND SEQUENCE FOR DEVELOPING E.S.L. CURRICULUM

I. Level One

A. The Sound Systems

1. Instruction in phonology may be integrated with conversation and structure so that it is taught in context.

2. Intonation--stress patterns and rhythm patterns.

B. Structure

1. Sentence Types

a. Simple statements--affirmative and negative

b. Questions--simple and use of question word

c. Requests and commands

d. Combining simple sentences with AND, BUT, BECAUSE, etc.

2. Verbs and Verb Phrases

a. Verb BE--present tense

b. Other kinds of verbs

c. Questions with DO, DOES

d. Present tense with emphasis on the third person singular

e. Present continuous

f. The going to future tense (future progressive)

g. Past tense

h. Contractions

i. Most common irregular verbs

j. Commands

k. Tag Questions: e.g., HE'S TALL, ISN'T HE?

3. Function Words

a. Prepositions: IN, ON, AT, FOR, FROM, OF, WITH, BY, NEAR

b. Determiners: A, AN, THE, and other substitute words

c. Conjunctions: AND, BUT, OR

d. Inflected endings: e.g., plurals of nouns, etc.

e. Question words: WHERE, WHEN, HOW, WHAT, WHY

4. Adjectives

a. Position of adjectives relative to word modified after verb to be: IT IS GREEN. Before a noun: IT'S A GREEN BOOK.

b. Possessive adjectives

c. Some and Any

5. Adverbs

a. Limited work on formation and use of common adverbs including irregulars such as WELL and JUST

6. Pronouns

a. Personal pronouns

b. Possessive pronouns

C. Vocabulary

1. A basic vocabulary of flexible content includes such items as:

Numbers, cardinal to 1,000; ordinal to 100

Common foods

Telling time

Articles of clothing

Colors

Days of the week

Months of the year/seasons

Basic opposites--adjectives, prepositions, etc. (good-bad; on-off)

Idiomatic expressions

Eating utensils

Parts of the body

Furniture

Most important geographical names

Common animals

Materials: wood, metal, rubber, etc.

Names of occupations

Vocational-orientated vocabulary and terms

Consumer terms

Terms and forms related to survival English

2. A few basic two-word verbs based upon verbs plus particles, i.e., PUT ON, WAIT FOR, SIT DOWN, GET UP, etc.

3. Countable and non-countable nouns; e.g., butter as opposed to glass, etc.

II. Level Two

A. The Sound System

Review all the sounds and the two basic intonation patterns. Teach the change in stress when the noun complement is replaced by a pronoun: HE BOUGHT THE GROCERIES; HE BOUGHT THEM. Work on increased fluency in increasingly longer sentences and on stress and rhythm.

B. Structure

Review the structure taught at Level One. In the review, strive for more accuracy; more habit control; more immediate and fluent response.

1. Sentence Types

a. Review simple statements and interrogatives

b. Develop more skillfully the ability to ask questions with question words

c. Use simple compound sentences--use of AND, BUT, HOWEVER, etc.

d. Use simple complex sentences--use of WHEN, BECAUSE, etc.

(1) Dependent clause: I WAS AT HOME WHEN IT WAS RAINING.

(2) Cause and result: I MISSED MY BUS BECAUSE I WAS LATE.

e. Use the verb followed by two complements as in: HE GAVE HER A BOOK; HE GAVE IT TO HER.

f. Use the noun-noun combination as in: GIVE ME A CHICKEN SANDWICH.

2. Verb and Verb Phrases

a. Further study of irregular verbs

b. Two-word verbs; TAKE OFF, PUT ON

c. Requests with LET'S

d. The verb DO as a substitute word, e.g., WHAT DID YOU DO LAST NIGHT?

3. Function Words

a. Model auxiliaries, e.g., CAN, MAY, MUST, SHOULD

b. Conjunctions, e.g., AND, BUT, HOWEVER, etc.

4. Adjectives

a. Position of adjectives

b. Comparison of adjectives--the ER and MORE THAN and the EST and THE MOST

c. SOME, ANY, A LOT OF, etc., before countable and non-countable nouns

5. Adverbs

a. Frequency words such as USUALLY, ALWAYS, NEVER, etc.

b. Position of adverbs

c. Comparison of adverbs

6. Pronouns and Nouns

   a. Position of nouns and pronouns

   b. Direct and indirect object: SEND HIM THE LETTER. SEND IT TO HIM.

C. Vocabulary

Content of Level Two students' vocabulary should include the following:

Intensifiers; TOO, VERY

TOO and EITHER; e.g., I LIKE HER TOO; I DON'T LIKE HER EITHER.

Government agencies

Health and health practices

Clothing and clothing materials

Survival terms and forms

Job application interviews

Social Security

Consumer terms

Vocational-orientated terms

Family--names of more distant relatives

Shopping expressions

Holidays

Occupations and some responsibilities within them

Simple synonyms, antonyms, and homonyms

Idiomatic expressions

D. Suggested proportions of time which might be spent in developing skills are:

Listening-Speaking - 45%

Reading - 35%

Writing - 20%

III. Level Three

A. The Sound System

Review the sounds and intonation patterns. Give extensive practice in contrasting words and phrases. Teach the intonation pattern in emphatic speech. Give drills in sentences of increasing length. Emphasize rhythm.

B. Structure

Review the structures taught at Levels One and Two practicing for a more sustained response, that is, for more than one statement or question as a response to your question or statement.

Example: "THAT'S A BEAUTIFUL BRACELET."

Response 1: "THANK YOU."

"THAT'S A BEAUTIFUL BRACELET."

Response 2: "THANK YOU. IT'S NEW. I BOUGHT IT YESTERDAY."

1. Sentence Types

Review simple sentences, interrogative sentences, imperative sentences, compound sentences, and easier complex sentences.

a. Complex sentences:

(1) Use of THAT, either stated or unstated to introduce different clauses: I THINK HE'S WATCHING TELEVISION.

(2) Time and place clauses: I WAS EATING WHEN THEY CAME.

(3) Clauses used to modify: THE BOOK WHICH I'M READING IS NEW.

(4) Clauses used as nouns: THE BOY ASKED WHO WAS GOING.

b. Indirect questions and statements:

SHE ASKED ME WHEN I WAS GOING.

COULD YOU TELL ME WHAT TIME IT IS?

c. Included phrases and clauses:

THE GIRL WITH THE PRETTY DRESS IS MY COUSIN.
THE GIRL STANDING ON THE CORNER IS MY COUSIN.
I TOLD HIM I WOULD WAIT FOR TEN MINUTES.
SHE SAID THAT SHE HAD ALREADY MET HIM.

2. Verbs and Verb Phrases

a. Review present, past, and future tenses.

b. Introduce present perfect, present perfect continuous, past perfect, past perfect continuous, and the future perfect

c. The passive with BE, teach only the forms commonly used in realistic speech.

d. Conditional sentences--sequence of tenses after IF

IF THE SUN SHINES, I'LL GO.

IF HE STUDIED, HE WOULD UNDERSTAND.

IF HE HAD STUDIED, HE WOULD HAVE UNDERSTOOD.

e. Gerund--the ING form of the verb used as a noun.

(1) After such verbs as ENJOY, PREFER, etc.,--I ENJOY STUDYING.

(2) After the preposition: THANK YOU FOR HELPING ME. I AM FOND OF DANCING.

f. The "marked" infinitive as used in subject, object, or displaced subject position. I WANT TO STUDY: IT IS EASY TO STUDY AT SCHOOL, etc.

g. Idiomatic verb phrases: SUPPOSED TO, USED TO, etc.

h. Causative pattern: HAVE, MAKE, GET, e.g., HE HAD A NEW SUIT MADE: HE GOT HARRY TO CUT THE GRASS, etc.

3. Adjectives

a. Review position and comparison of adjectives.

b. Multiple modifiers before a noun--I SAW SEVERAL LARGE GREEN TREES.

c. Adjectival phrases--THE GIRL WITH THE PRETTY HAIR, THE GIRL SITTING DOWN.

d. TOO, VERY, MORE before adjectives.

4. Adverbs

a. Review position and comparison of adverbs.

b. Adverbial phrases--HE CAME BY BUS: HE SUCCEEDED THROUGH HARD WORK.

c. TOO, VERY, MORE before adverbs.

C. Vocabulary

The vocabulary of students at this level should include the following:

Someone, everyone, nobody, etc.

Educational opportunities

Music, literature, the arts

Leisure

Government

Travel

Prefixes

Postal procedures

Insurance procedures

Suffixes

Derivations

Synonyms

Antonyms

Homonyms

Idioms

Hyphenation of words

Traffic regulations

Driving

Purchasing suggestions

Vocationed - orientated

D. At this level, more time is devoted to reading and writing. Reading skills are sharpened and expanded as necessary tools for obtaining information. Reading comprehension is evaluated through oral or written questions and discussion. Writing skills are developed to meet the needs of

daily living as well as the more formal requirement of education. Give practice in writing dictated sentences and short paragraphs and introduce letter writing.

Suggested proportion of time:

Listening - Speaking - 40%
Reading - 40%
Writing - 20%

IV. Level Four

A. The Sound System

Review sounds and intonation patterns. Choral response is no less important than before, but individual response should now be longer and more frequent.

The aural comprehension of the student should be raised so that the students can understand English spoken at a normal to rapid rate of speed. Those students going to college would have as one specific goal the taking of lecture notes.

B. Structure

Review the materials taught in other levels. Special attention may be paid to; complex sentences and questions, included phrases, indirect speech and direct speech, sequence of tenses, passive, use of gerunds, and infinitives.

1. Verbal phrases and idioms
2. Modal auxiliaries
3. Perfect and continuous forms of infinitives: I AM GLAD TO HAVE MET YOU. I SEEM TO BE MAKING PROGRESS.

C. Vocabulary

The goal of this advanced student is the development of the vocabulary equivalent to that of an adult American. Teach vocabulary by association in context of reading material. Use of vocabulary development texts, words, prefixes and suffixes.

Teach the nuance between the meanings of similar, but not identical words. If the student is going to college, it would be necessary to raise his vocabulary level to the point where he can select words of precision and nuance beyond the level of the man in the street.

D. Skills

Up to this stage the student has been chiefly learning to read. Now the task shifts to reading to learn. Or more accurately, he now reads for information. He is still learning to read but at a more advanced level and with his attention directed to the information he is gathering.

1. Reading

   a. Read aloud in order to check comprehension, intonation and vocabulary.

   b. Read silently to increase speed and comprehension

   c. Read at home for practice

   d. Solve problems by noting clues, questioning conclusions, and visualizing written material

   e. Develop understandings of maps, tables, graphs, illustrations, etc.

2. Writing

   a. Practice spelling and writing in sequential coherent style

   b. Write from dictation in order to check pronunciation, spelling, punctuation, and hearing skills

   c. Write complete sentences

   d. Write paragraphs

   e. Write compositions

   f. Write clearly and effectively

g. They should know outlining and style conventions as in friendly letters, formal letters, invitations, reports, newspapers, etc.

GENERAL KNOWLEDGE AREAS

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Content

The following content areas are suggested. Others should be added or substituted to fit the needs and concerns of individual students and local situations.

Earning A Living

Occupations
Names of factories
Trade terminology
Basic vocabulary for occupations of each student
Social Security
Licenses needed, if any
Technological advances in trades represented in class and in locality
Jobs available to adults
How to find a job--word-of-mouth, ads, agencies, etc.
How to apply for a job--letter, phone, interview
Filling out an application blank
How to hold a job--appearance, customs, relations with others
How to advance on the job
Unions--dues, card, manager or shop steward
Pensions, annuities
W-4 forms; W-2 forms
Withholding taxes
Compensation
Health insurance
Blue Cross, etc.
Coffee breaks
Payroll deductions
Vacation with pay
Reporting income--making out income tax forms
Retirement preparation
Unemployment insurance
Payday--cash, check, etc.
Income tax
Others

Consumer Affairs

Names of simple, staple food items; native foods
Kinds of stores for food and other purchases; how they operate and advantages of each
Food contracts--food plans
Basic shopping rules
Weights, sizes, brands, grade labeling
Sizes of clothing--men's, women's and children's
Standard sizes for household supplies, sheets, curtains, rugs, etc.
Measuring the home for rugs, curtains, etc.
Consumer protection; laws--local, state, and federal
Phone number of local fire, police, health services, ambulance
Insurance--Blue Cross; other
Fire safety
Regular visits to doctor, dentist, clinic
Care of the eyes
Care of the feet
Nutrition--basic foods, planning meals, etc.
Public health and safety
Home accidents
What to do if you have an accident at home or in the street
What to do if you see an accident
Basic driving rules
Basic rules for pedestrians
Local traffic regulations
State driving rules--throughway, etc.; speed limits, etc.
Dangers--signs of use of drugs, alcohol
Others

Government and Law

Awareness of governmental functions, agencies and regulations
Awareness of individual rights and obligations under the law
Relationship between the individual and the legal system
Legal papers, services which are needed
Comprehend the legal tax system
Voting requirements for citizens--first voters, registration procedures, residence requirements

Leisure Time

Utilizing educational opportunities
TV and radio programs
Picnics and outings
Hobbies--stamps, bowling, etc.
Making money at home
Plans for retirement
Music appreciation--concerts, recordings, etc.
Sports, basketball, soccer, hockey, tennis, bowling, etc.
Art appreciation
Recreation--types and facilities available; charges, if any; days and hours
Reading for pleasure
Opportunities for social service, campaigns, drives, etc.
How to dress for various events, etiquette
Requirements or regulations for various activities--ball game in the park
PTA and other clubs in town; who is eligible for membership
Clubs and activities for the children--Scouts, etc.
Local community resources--library, county agent, etc.
Baby-sitting
Other

Technology

A vocabulary of new words--missile, rocket, etc.
Viruses
Medical research--vaccines, polio, etc.
Wonder drugs--penicillin, antibiotics
People responsible for these advances--Pasteur, Salk, etc.
Telephone
Television
Radar
Radio
Oil and petroleum, responsible for a multitude of products in everyday use--plastics, nylon, etc.
Atomic energy--peacetime usage, etc.
Electrical appliances in the home
Air travel--planes, jets, etc.
Moon and space travel and landing
Satellite transmission of telecasts
Transplants
Other

Multi-Cultural Patterns/Life Styles

Historical background of the target culture
Holidays
Social problems, customs, idioms
Clothing
Eating customs
Recreation
Family roles
Religion
Mores
Sex roles
Emotions

SAMPLE PERFORMANCE OBJECTIVES

These objectives are intended as a guide for the various levels. Add others that would be appropriate for your specific class.

Survival English

Getting around:

1. To name various means of transportation
2. To read and understand signs: street signs, signs inside buildings, traffic signs, etc.
3. To use getting around vocabulary: north, south, east, west, right, left, straight ahead, etc.
4. To ask and understand directions: street, bus route to specific places, inside buildings, etc.
5. To buy bus, train and airplane tickets
6. To travel by taxi
7. To read maps
8. Answer questions pertaining to driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.

Health

1. To identify the parts of the body
2. To describe common illnesses and physical conditions
3. To discuss general health conditions with a doctor or a friend
4. To discuss dental health problems with a dentist
5. To use the telephone to make appointments with the doctor or dentist, to be able to call the druggist, call for an ambulance, rescue squad, etc.
6. To read and understand directions in prescriptions, medicine labels
7. To follow instructions from the doctor, dentist, nurse or druggist
8. To read, understand and fill out forms used in hospitals: admittance and release forms, consents for surgery, etc.

9. To know where to go for free and low cost medical care
10. To apply first aid in emergencies

Clothing

1. To identify articles of clothing for men, women, children, winter clothes, underwear, etc.
2. To talk to a store clerk when shopping for clothing
3. To read labels in clothing related to: fabric content, care instructions, etc.
4. To return an unsatisfactory article of clothing
5. To select the correct size of garments, shoes, etc.
6. To know where to go for low cost clothing

Food

1. To say the names of foods, eating utensils, breakfast, lunch, dinner, etc.
2. To read food ads and specials in the newspaper
3. To ask for food when grocery shopping
4. To order food from a menu in a restaurant, or over the phone
5. To read recipes
6. To know where to get food stamps, and who qualifies

Family and Self

1. To build an appropriate oral and written vocabulary and sentence structure relating to family and self
2. To say vocabulary related to members of the immediate family such as mother, father, sister, brother, uncle, aunt, etc.
3. To describe the home, occupation, grades in school of the members of the family.
4. To describe the type of activities that they participate in as a family
5. To participate in PTA, church functions, and community endeavors
6. To discuss simple experience stories involving family members in informal gatherings

7. To call or write to the school office about a child's absence or tardiness
8. To know the rights and obligations of parents of school children

Consumer Affairs

1. To build an appropriate oral and written vocabulary and sentence structure inventory relating to consumer affairs
2. To name the consumer services available in the community
3. To be able to ask for services when needed
4. To rent or buy through the newspaper, agencies, etc.
5. To obtain service from the electric company, gas, phone, water companies, etc.
6. To know where to buy low cost furniture and appliances that are good
7. To figure out the amount of interest when buying in time
8. To understand the rights and duties of tenants and landlords
9. To write checks
10. To open checking and savings accounts
11. To obtain money orders and cashier checks
12. To know where to go to apply for a loan and to understand interest rates
13. To know the different types of charge accounts, and the rights and obligations in regard to charge accounts
14. To know the consumer protection laws: local, state, and federal
15. To use the facilities for the library to locate books, catalogs and other materials on food, health, sewing, etc.
16. To write a family budget
17. To discuss concerns pertaining to the various taxes such as sales, income and property
18. To count and to convert coins and currency, weigh and measure using measuring tables and math operations
19. To find out information concerning the types of insurance available and to be able to select the best insurance for the individual and his family

Earning a Living

1. To build an appropriate oral and written vocabulary and sentence structure inventory relating to earning a living
2. To fill out a simple application form
3. To answer oral interview questions
4. To read the want ads section in the daily newspaper
5. To talk about his previous position, employers, firm, wages, etc.
6. To discuss hours of work, days of the week duties, overtime, etc.
7. To discuss short and long term occupational goals
8. To obtain a Social Security card
9. To know where to find job counseling
10. To discuss policies about hiring, firing, seniority, minimum age and minimum wage laws
11. To get information about unions, benefits, dues, strikes, shop vocabulary
12. To report absences by telephone
13. To fill out forms which are used on the job: time sheet, quota sheets, etc.
14. To report an accident on the job

Government and Law

1. To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual
2. To respond in English when approached, arrested or challenged by a policeman
3. To be aware of citizen's or alien's rights in dealing with the law
4. To read and understand legal forms: summons, search warrants, alien registration card, etc.
5. To know where to go for free or low cost legal services
6. To know where to pay for parking tickets, traffic citations, fines, etc.

Community Resources

1. To build an oral and written vocabulary and sentence structure pertaining to community resources
2. To define community resources in terms of services
3. To apply for community services such as medicare, welfare, social security
4. To utilize information services of the community

Leisure Time

1. To build an appropriate oral and written vocabulary and sentence structure to make effective use of leisure time
2. To apply or register for class work with minimum assistance from others
3. To make a list of different recreational facilities offered in the community
4. To use names, addresses and telephone numbers of places in the community where one can obtain training in a craft, sport, hobby, etc.
5. To use communication media (newspaper, radio, TV) to find where or when a cultural or entertainment event can be found
6. To visit the local library to get books for leisure reading

ENGLISH FOR VOCATIONAL OR ON THE JOB TRAINING

English for vocational or on the job training is a program which relates the English curriculum to a job. It emphasizes specialized E.S.L. methods and procedures within the context of vocational objectives. The specialized skills and techniques leading to entry level employment and on the job success are related to material preparation, lesson planning, class organization and management, audio visual aids, and individualized instruction

The primary resource person for content is the shop or skill instructor. The E.S.L. teacher diagnoses what the student already knows and what he needs to know, then creates learning experiences to the particular vocational area of the student. Oral production must be stressed within survival situations that do not involve reading and writing.

The following is an example outline of the strategy to be followed in preparing a curriculum for this type of program.

Curriculum Building Strategy (As described in Developing Vocational Instruction, Nager's Three Phases for curriculum development has been used in this outline.)

I. Preparation Phase

A. The instructor toured the plant, obtained audio-visual materials, brochures, employment facts manual, list of technical vocabulary, and job descriptions. All of these helped in determining the Manpower English as a Second Language (MESL) courses.

B. The next step was to make an inventory of the types of language behavior that are required on the job. In writing the MESL curriculum, an attempt was made to simulate concrete communication situations in order to emphasize the functioning aspects of language. We discovered that, due to the high level of noise in the plant, language communication is kept to a minimum; but the student has to respond to language stimulus with some meaningful action other than language, thus he must be taught accute listening comprehension.

C. When the data was gathered and analyzed, the performance objectives were stated, and the criteria-referenced tests were developed.

II. Development phase:

A. In outlining and sequencing the lessons, we decided upon two types of sequencing:

1. Content: From simple to more complex

2. Structure: Begin with structures and tenses of high frequency in the job, and to attempt to sequence them in order of difficulty.

B. Each lesson is divided into five major sections:

1. Total Physical Response - used to develop listening fluency and in simulated job situations to respond to language with actions.

2. Basic Sentences: The sentences are a step by step breakdown of the actions performed.

3. Microwave

4. Dialogues - using the technical vocabulary in shop talk situations

5. Structure Drills

III. Improvement Phase

Utilizing the pre-test and post-test, materials will be redesigned where test results indicate inadequacies.

SAMPLE ESL CANNERY SUPPLEMENTARY LESSONS

Performance Objectives: On the job

1. Use in dialogue with proper meaning common job related terms such as coffee break, overtime, time and a half, day shift, night shift, split shift, punch in, boss, foreman, floorlady, supervisor, salary, wages, fringe benefits, deductions, union dues, join the union, personnel, guard, watchman, bulletin board, employee, employer, sign here, signature.

2. Define shaker belts, trimmers, toppers, sorters, cookers, glue machine, funnel.

3. Use and respond correctly to common command phrases used in job situations such as: hose all belts, stand on the pallet, shut the belt off, turn the belt on, put your hairnet on, sort out the bad peas, push the cart, pull the carts out on the porch, send the boxes, empty the garbage can, shut the door and seal it, stack the boxes on pallets.

4. Communicate with personnel office, personal problems concerning babysitting, car breakdown, late checks, change of address.

5. Correctly reports reasons for absences

6. Give personal information requested by the nurse such as name, (spelled orally) address, payroll number, foreman's name.

7. Describe common illnesses to the nurse using correct names for parts of the body.

8. Report correctly injuries to nurse, foreman.

9. Name orally five safety rules related to the job.

10. Explain sanitation and housekeeping rules applicable to job area.

11. After listening to radio broadcast to confirm work schedules, answer orally questions about the radio broadcast.

12. Name orally all foods that are processed in the plant: peas, asparagus, carrots, onions, green beans, spinach,

broccoli, corn, beets, mixed vegetables, potatoes, cauliflower.

13. Define these terms as related to working with asparagus: sorting, line-up, packing, box machine, weighing, jumbo and crosspack, trim belt, frosters, casing, traying, re-wrap.

14. Define these terms as related to carrots: toppers, hand topping, the ladder, inspection belt, bracket 4.

Lesson Outline

Use and respond correctly to common commands used in job situations

I. Total Physical Response

(Materials needed: pictures of vegetables, realia from the plant)

1. Stand up on the pallet
2. Put your hairnet on
3. Put your gloves on (off)
4. Take your earplugs out
5. Sort out the bad peas
6. Seal the boxes
7. Stack the boxes on pallets
8. Slice the ends off the carrots
9. Put the boxes of asparagus in cartons

II. Basic Sentences - (Pictures)

1. He's sorting the carrots.
2. He's trimming the carrots.
3. He's dumping the trays of asparagus on the belt.
4. I'm cutting away the rotten spots of the carrot.
5. I'm placing carrots in grooves.
6. I'm throwing away the rotten carrots.

III. Microwave

M2-- I worked at the inspection belt yesterday as a sorter.

M1-- Where did you work yesterday?

IV. Dialogue (Technical vocabulary, simple past)

Manuel: Did you move the pallets away from the belt?

Juan: Yes, I did.

Manuel: Is the funnel empty?

Juan: Yes, it is.

Manuel: Well, don't forget to shut the belts off.

V. Structure Drills (Pictures)

Repetition and substitution.

I need a box for the carrots
beans
beets
spinach

The crate is empty.

The crate is full.

The box is empty.

The box is full.

I (you, they, we) put the boxes of asparagus in cartons.

SAMPLE PRE/POST TEST

A. Listening Comprehension

1. Put your hairnet on.
2. Stack the boxes on pallets.
3. Slice the ends off the carrots.
4. Put the boxes of asparagus in cartons.
5. Sort out the bad peas.
6. Put your gloves on.

B. Speaking

1. Ask me to put my hairnet on.
2. Tell me to sort out the bad peas.
3. What's the man doing? (use pictures)
   (He's stacking the boxes on pallets.)
4. What am I doing?
   (You're slicing the ends off the carrots.)
5. What's this girl doing? (use picture)
   (She's putting her gloves on.)

LIST OF BASIC IDIOMS

Proficiency with the idioms listed below is basic to the entire curriculum and may be used with any or all of the objectives.

all right
a lot of
at once
back out
back up
be in charge of
be up to someone
blow up
break down (car)
bring back
burn out
burn up
by oneself
call up
carry out (order)
catch cold
catch fire
catch on
check on it
check up
clean out
come back
come from
cross out
do over
fill out
find out
fool around
for example
get along
get away
get back
get better
get in touch with
get lost
get off
get on
get rid of
get to a place
get sick
get through
get up
get used to
give up
go out
go through
go with
go wrong
hand in
hang up
have an opening for
hold off
in a hurry
inside out
it doesn't matter
keep on
keep out
keep track of
keep up
knock it off
lay off
let alone
lie down
look after
look at
look for
look out
look over
look up
make out
make room for
make sense
never mind
O.K.
on time
out of
out of order
pay attention
pick up
put away
put on
put out
report to (for)
right away
right here
right now
run into
run out of
run over
shake hands
show up
shut off
shut up
sit down
slow down
slow up
stand up
stay in
stay out
stick to
supposed to
take a look at
take care of
take down
take off (airplane and clothes)
take on
take one's time
take out
think of
throw away
throw out
to be over
to be up to someone
to make sure
to pick out
try on
turn around
turn off
turn on
turn out
turn over
upside down

up to date
used to
wait for
wait on
watch out for
wear out
what's the matter
work as

TEST LOCATOR

NAME OF TEST	Non-Reader	0-4	5-8	9-12	College Placement	Paper/Pencil	Oral
ESL Placement Test		x	x			x	
Diagnostic Test for Students of English as a Second Language					x	x	
Oral Placement Test for Adults	x	x	x	x			x
Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
A Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
A Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
English-Second-Language Placement Test. EPT 100-200-300		x	x			x	
Ilyin Oral Interview Test	x	x	x	x			x
English-Second-Language Placement Tests. EPT 400-500-600			x	x		x	
An English Reading Test for Students of English as a Foreign Language					x	x	
Test of Aural Comprehension. Forms A, B & C					x	x	
Test of Aural Perception in English for Latin American Students					x	x	
Examination in Structure			x	x		x	
Test of Aural Perception in English for Japanese Students					x	x	
ESL Test			x	x		x	
Placement Test for Speakers of Other Languages		x	x	x		x	x
ELI English Achievement Series			x	x		x	
Oral Placement Test		x	x	x			x
Oral Production Tests		x	x	x			x
English Placement Test			x			x	
Michigan Test of English Language Proficiency. Forms A, B, C					x	x	
Michigan Test of Aural Comprehension					x	x	

AN ANNOTATED LIST OF ADULT ESL EXAMS

Calexico Intercultural Design. ESL PLACEMENT TEST: grammar. Levels 1 & 2. Calexico, California: Calexico Unified School District.

Measures beginning and intermediate students' proficiency in grammar. Strictly paper and pencil exam consisting of two parts with 50 multiple choice items in each part. Part one has instructions in English and Spanish.

Davis, A.L. DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE. New York: McGraw-Hill Book Co., 1953.

A 60-minute paper and pencil test of 150 multiple choice items to measure readiness for college. Scoring and interpretation provided. No norms or data on reliability.

Ferrel, Allen. ORAL PLACEMENT TEST FOR ADULTS. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc., 1971.

Measures English oral production and aural proficiencies of adults via structured individual interview. Time of administering varies according to each student's proficiency. An emphasis placed on determining a person's ability to use English as a functional tool of communication. Proficiency scales (elementary, intermediate, advanced, exempt) based on aural comprehension and speaking.

Harris, David P. and Leslie A. Palmer. COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: listening. New York: McGraw-Hill Book Co., 1970.

Measures intermediate and advanced students' comprehension of short statements, questions, and dialogues recorded by U.S. speakers. Two sections: answering questions, understanding statements. 40 minutes. 50 multiple choice items. Reliability and norms available.

Harris, David P. and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: structure. New York: McGraw-Hill Book Co., 1970.

Tests intermediate and advanced students' ability to manipulate grammatical structure in spoken English. 45 minutes. 75 multiple choice items. Reliability and norms available.

Harris, David P. and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: vocabulary. New York: McGraw-Hill Book Co., 1970.

Tests intermediate and advanced students' knowledge of lexical items occurring in advanced English readings. 35 minutes. 75 multiple choice items. In two

parts: completion of sentences, selection of one word equivalent to a phrase. Reliability and norms available.

Ilyin, Donna. ENGLISH-SECOND-LANGUAGE PLACEMENT TEST. EPT 100-200-300. Forms A & B. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test. Used to place students in lower levels of ESL: beginning-low and high; intermediate-low and high. Standardized on adult students.

Ilyin, Donna. ILYIN ORAL INTERVIEW TEST. Rowley, Mass: Newbury House Pub., 1972.

An individually administered test of oral production and comprehension only. Appropriate for beginning to advanced adults. Takes from 5-30 minutes since test ends at frustration level. Distinguishes those students who can ask and answer questions with correct content but who use incorrect structure. Short form scoring or a more analytic form permitted by taped transcription of answers. Provided: form correlations, reliability, standard error, native speaker samples for each item, a list of common mistakes by various language groups, two alternate forms.

Ilyin, Donna, Jeanette Best and Virginia Biagi. ENGLISH-SECOND-LANGUAGE PLACEMENT TEST. EPT 400-500-600. Forms G & H. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test to place students in higher ESL levels: intermediate-high; advanced-low and high. Standardized on adult students.

King, Harold V. and Russell N. Campbell. AN ENGLISH READING TEST FOR STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE. Portland, Oregon: English Language Services, 1956.

30-minute silent reading comprehension test of 50 multiple choice items—32 of which measure paragraph comprehension. For college placement only; 70% minimum score for recommendation to a university. No data on reliability. Interpretation of scores provided.

Lado, Robert. TEST OF AURAL COMPREHENSION. Forms A, B & C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A proficiency test to place students in college classes. May be group administered; examiner reads aloud and students select appropriate pictures. 40 minutes. 60 multiple choice items. Can be scored in 30 seconds. Proficiency and progress norms available.

Lado, Robert. TEST OF AURAL PERCEPTION IN ENGLISH FOR LATIN-AMERICAN STUDENTS. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A 50-minute group test to see how well a student has learned to hear phonemic contrasts of English. 100 multiple choice items. Not intended as a measure of English proficiency in order to admit a student to other academic work. Useful to pronunciation teachers.

Lado, Robert and Charles Fries. EXAMINATION IN STRUCTURE. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1947.

Tests basic grammatical patterns. Eleven parts. 150 items. Appropriate for native speakers of French, Portuguese, and Spanish. Reliability and norms available.

Lado, Robert and R.D. Andrade. TEST OF AURAL PERCEPTION IN ENGLISH FOR JAPANESE STUDENTS. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1950.

To diagnose the sound perception difficulties of Japanese speakers learning English. Parts 1 & 2 with 50 items in each. 23 problem sounds tested.

Mills, Don. ESL TEST. Long Beach, California: Long Beach Community College District.

100 multiple choice items: 1-20 student listens to sentence and then selects correct answer; 21-100 student selects the grammatically correct response.

Perlman, Alice. PLACEMENT TEST FOR SPEAKERS OF OTHER LANGUAGES. Brooklyn, N.Y.: Adult Basic Education Program, NYC Board of Education, 1972.

Four parts: (1) Test of oral reception and production—individual answers questions and has free oral production. (2) Test of oral Spanish reading to determine reading ability in student's native language. (3) Test of silent Spanish reading comprehension reading passages followed by multiple choice items. (4) Test of silent English reading comprehension.

Pillsbury, Paul W., Randolph Thrasher, and John Upshur. ELI ENGLISH ACHIEVEMENT SERIES. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1963.

A series of nine exams covering aural comprehension, grammar, and vocabulary in context to determine the achievement of English as a foreign language of students who have been using the Lado-Fries texts: *English Sentence Patterns, English Pattern Practice, Lessons in Vocabulary*. Each test has 50 multiple choice items with 30 minutes maximum for each exam.

Poczik, Robert. ORAL PLACEMENT TEST. Albany, N.Y.: Bureau of Basic Continuing Education, State Education Department.

A five-minute orally and individually administered placement exam which places students in one of three ESL levels or exempts him from the ESL track. Fifteen stimulus-response items with suggested questions for free conversation which yield three scores: auditory comprehension, oral production, conversation.

Poczik, Robert. ORAL PRODUCTION TESTS. Levels 1-3. Albany, N.Y.: Bureau of Basic Continuing Education, State Education Department.

Totally oral achievement tests of less than 10 minutes each. Content and sequence of tests follows that of *Orientation in American English* (likely to be inappropriate when other texts are used). Varied format: stimulus-response items, a free conversation section, an oral rating scale. Yields three scores: auditory comprehension, oral production, conversation. Criteria provided for going from one level to another.

Spaan, Mary and Laura Strowe. ENGLISH PLACEMENT TEST. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

For intermediate students. 100 problems: listening comprehension—20, grammar—30, vocabulary—30, reading—20. 75 minutes.

Upshur, John *et al.* MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY: Forms A, B, C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1962.

To predict academic success of non-native speakers of English who are entering an American university. 75 minutes to administer. Multiple choice items: 40—grammar, 40—vocabulary, 20—reading questions.

Upshur, John, Mary Spaan, and Randolph Thrasher. MICHIGAN TEST OF AURAL COMPREHENSION. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

Measures ability of non-native speaker of English to understand English structures. For those who wish to pursue academic careers in universities. Forms 1, 2, or 3 are presented orally. 90 multiple choice items in each form.

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A PARTIAL SELECTION OF COMMERCIAL TEXT BOOKS

The books listed below by ESL levels include a fair sampling of commercial materials available. This list is not intended to imply *any* recommendations for use. It is only meant to give an indication of the range available.

In general teachers select texts at the level they are teaching. Selecting a text at a higher level invalidates the book for continuing students. However, teachers should feel free to select a text from a lower level if the needs of a class so indicate and if the students in the class have not used the book before.

Spellers, readers, grammars and newspapers written for native speakers of English are listed at level 6. You should make an effort to use these supplements as soon as possible at each of the program levels.

	Beginning		Inter-mediate		Advanced	
	Low	High	Low	High	Low	High
	L.1	L.2	L.3	L.4	L.5	L.6
American Classics: Bret Harte's *Outcasts of Poker Flat* and *Luck of Roaring Camp* (Dixson; Regents)				x	x	
American English Reader (Taylor; McGraw-Hill)						x
American Folktales I (Binner, Crowell)				x		
Ananse Tales (Dykstra; Teacher's College Press)					x	
Basic Reading Skills for High School (Monroe Horsman; Scott-Foresman)						x
Be a Better Reader B (Smith; Prentice-Hall)					x	
Beginning American English (Mitchell; Prentice-Hall)	x					
Beginning Lessons in English (Fisher and Dixson; Regents)	x					
Ananse Tales Workbook (Dykstra; Teacher's College Press)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Building English Sentences with Adverbs (Hall; Regents)				x		
Building English Sentences with BE (Hall; Regents)		x				
Building English Sentences with Two Verbs (Hall; Regents)			x			
Building English Sentences with Verbals (Hall; Regents)					x	
Contemporary Spoken English Book I and part of Book II (Kane & Kirkland; Crowell)	x					
Contemporary Spoken English Book II (last part) and Book III (Kane & Kirkland; Crowell)		x				
Contemporary Spoken English Books IV, V and VI (Kane & Kirkland; Crowell)			x			
Cowboys in Alaska (Collier-Macmillan)			x			
Drills and Exercises in English Pronunciation: Consonants and Vowels–Supplementary (ELS; Collier-Macmillan)					x	x
Drills and Exercises in English Pronunciation: Stress and Intonation Part I–Supplementary text (ELS; Collier-Macmillan)					x	x
Drills and Exercises in English Pronunciation: Stress and Intonation Part II–Supplementary text (ELS; Collier-Macmillan)					x	x
English Conversation Practice (Taylor; McGraw-Hill)				x		
English Conversation Practices (Phinney, University of Michigan)					x	
English Dialogues for Foreign Students–Supplementary (Paratore, Holt Reinhart & Winston)					x	x
English Duden Dictionary–Supplementary (MLD; Harrap & Co., Ltd.)	x	x	x	x	x	x
Building English Sentences with One Verb (Hall; Regents)		x				
English for Today Book One (NCTE; McGraw-Hill)	x					
English for Today Book Two (NCTE; McGraw-Hill)		x				
English for Today Book Three (NCTE; McGraw-Hill)				x		
English for Today Book Four (NCTE; McGraw-Hill)					x	
English for Today Book Five (NCTE; McGraw-Hill)						x
English for Today Workbook; Book One (Breckenridge; McGraw-Hill)	x					
English for Today Workbook: Book Two (Breckenridge; McGraw-Hill)		x				
English Grammar Exercises Book One (ELS; Macmillan)	x					
English Grammar Exercises Book Two (ELS; Collier Macmillan)		x	x	x		

	L.1	L.2	L.3	L.4	L.5	L.6
English Grammar Exercises Book Three (ELS; Collier Macmillan)					x	x
English Is Spoken; An Intermediate Text in Conversational English (Wohl & Metcalf; Washington Publications)				x		
English 900 Book One (ELS; Macmillan)	x					
English 900 Books Two and Three (ELS; Macmillan)		x				
English 900 Book Four (ELS; Macmillan)			x			
English 900 Book Five (ELS; Macmillan)					x	
English 900 Book Six (ELS; Macmillan)						x
English Pattern Practices—Lessons 1-15 (Lado & Fries; University of Michigan)			x			
English Pattern Practices—Lesson 16 to end (Lado & Fries; University of Michigan)				x		
English Sentence Patterns—Lessons 1-15 (Lado & Fries; University of Michigan)			x			
English Sentence Patterns—Lesson 16 to end (Lado & Fries; University of Michigan)				x		
English Pronunciation—Supplementary text (Lado & Fries; University of Michigan)	x	x	x	x		
English Sounds and Their Spellings (Allen; Crowell)	x	x	x			
English Step by Step with Pictures (Boggs and Dixson; Regents)	x					
English Stress and Intonation—Supp. (Croft; ELS)	x	x	x	x		
English This Way Books 1 and 2 (ELS; Macmillan)	x					
English This Way Books 3 and 4 (ELS; Macmillan)		x				
English This Way Books 5 and 6 (ELS: Macmillan)			x			
English This Way Books 7 and 8 (ELS; Macmillan)				x		
English This Way Books 9 and 10 (ELS; Macmillan)					x	
English This Way Books 11 and 12 (ELS; Macmillan)						x
English Your New Language, last part Book I and first part Book II (Bernardo & Pantell; Silver-Burdett)			x			
Essential Idioms—Supplementary (Dixson; Regents)			x	x	x	x
Everyday Dialogues in English; A Practice Book in Advanced Conversation (Dixson; Regents)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Facts or Fiction (Collier-Macmillan)						x
Family Life in the U.S.A. (Alesi & Pantell; Oxford University)		x				
The Food We Eat (Hall; Regents)				x		
Four Short Mysteries (Collier-Macmillan)						x
Graded Exercises in English—Supplementary (Dixson; Regents)		x				
Guided Composition Writing (Baskoff; Chilton)						x
Guided Writing and Free Writing (Selected sections) (Robinson; Harper and Row)				x	x	
Handbook of American Idioms—Supplementary (Whitford & Dixon; Regents)						x
Handwriting for Students of English as a Second Language (Kittle; American)	x					
Idiom Drills for Students of English as a Second Language— Supplementary (McCallum; Crowell)						x
Imaginary Line Handwriting, Beginning Cursive (Townsend; Steck-Vaughn)	x					
Intensive Course in English Elementary Part I (ELS)	x					
Intensive Course in English Elementary Part II (ELS)		x				
Intensive Course in English Volume II, Advanced 1 (ELS)						x
International Folk Tales I (Binner; Crowell)					x	
International Folk Tales II (Binner; Crowell)						x
Island of Truth (Collier-Macmillan)				x		
The Key to English Adjectives I, Adjectives II, Figurative Expressions, Nouns, Prepositions I, Prepositions II, Two-word Verbs, Verbs (Collier-Macmillan)						x
Lado English Series, Book I (Lado; Regents)	x					
Lado English Series, Book II (Lado; Regents)		x				
Lado English Series, Book III (Lado; Regents)			x			
Lado English Series, Book IV (Lado; Regents)				x		
Lado English Series, Book V (Lado; Regents)					x	
Lado English Series, Book VI (Lado; Regents)						x
Lado English Series, Workbook I (Lado; Regents)	x					
Lado English Series, Workbook II (Lado; Regents)		x				

	L.1	L.2	L.3	L.4	L.5	L.6
Lado English Series, Workbook III (Lado; Regents)			x			
Lado English Series, Workbook IV (Lado; Regents)				x		
Lado English Series, Workbook V (Lado; Regents)					x	
Lado English Series, Workbook VI (Lado; Regents)						x
Language and Life in the U.S.A. (Doty & Ross; Harper & Row)						x
Learning American English (Taylor; McGraw-Hill)		x				
Learning to Use English, Book 1 (Finocchiaro; Regents)	x					
Learning to Use English, Book 2 (Finocchiaro; Regents)		x				
Let's Learn English Beginning Course, Part 1 (Wright & McGillivray; American)	x					
Let's Learn English Beginning Course, Part 2 (Wright & McGillivray; American)		x				
Let's Learn English—Intermediate Book (Write & Van Syoc; American)			x			
Let's Write English Book I (Wishon-Burks; American)						x
Life with the Taylors (McGillivray & Szokoli; American)					x	
Listen & Guess, Laboratory Book 2 (Allen & Allen; McGraw-Hill)					x	
Listen & Guess, Laboratory Book 3 (Allen & Allen; McGraw-Hill)						x
Man and His World (Kurilecz; Crowell)						x
Manual of American English—Supplementary (Prator; Holt, Rinehart & Winston)				x	x	x
Mastering American English (Taylor; McGraw-Hill)				x		
Mastering American English (Hayden; Pilgrim & Haggard; Prentice-Hall)						x
Mastering Spoken English Workbook I (Taylor; McGraw-Hill)		x				
Men Who Made America, Founders of a Nation (DaCruz; Crowell)				x		
The Mitchel Family (Collier-Macmillan)					x	
Modern American English Book I (Dixson; Regents)		x				
Modern American English Book II (Dixson; Regents)			x			
Modern American English Book III (Dixson; Regents)				x		
Modern American English Book IV (Dixson; Regents)					x	
Modern English Essay Work Book (Crowell; McGraw-Hill)						x

	L.1	L.2	L.3	L.4	L.5	L.6
Practicing American English (Taylor; McGraw-Hill)	x					
The Presidency in Conflict (Collier-Macmillan)						x
Pronunciation Course in English for Foreign Students—Supplement (Croft; Washington Pub. ALI)	x	x	x	x		
Pronunciation Exercises in English—Supplementary (Clary & Dixon; Regents)		x	x			
Pronunciation Handbook for Foreign Students—Supplementary (Grosvenor; Out of Print)	x	x	x	x	x	x
Rapid Review of English Grammar (Praninskas; Prentice-Hall)						x
Reader's Digest Readings Book One (Reader's Digest Service)		x				
Reader's Digest Readings Books Two & Three (Reader's Digest Service)			x			
Reader's Digest Readings Book Four (Reader's Digest Service)				x		
Reader's Digest Readings Book Five (Reader's Digest Service)					x	
Reader's Digest Readings Book Six (Reader's Digest Service)						x
Reading & Conversation for Intermediate & Advanced Students (ELS)				x		
Reading Improvement Exercises for Students of English as a Second Language (Harris; Prentice Hall)					x	
Reading and Word Study (Croft; Prentice-Hall)						x
Regent's English Workbook Book 1 (Dixson; Regents)	x					
Review Exercises in English Grammar (Rankin & Kane; IML)		x				
R.S.V.P. Book 2 (Lewis; Amsco)					x	
R.S.V.P. Book 3 (Lewis; Amsco)						x
Russels of Hollytree Circle (Collier-Macmillan)						x
Scenes of America (Collier-Macmillan)					x	
Science Research Associates Reading for Understanding (Science Research Associates)						x
Second Book of American English (Pantell; Oxford)				x		
Signs of Life (Hall; Regents)			x			
The Silver Elephant (Collier-Macmillan)		x				
Sovereign Talisman (ELS; Macmillan)						x
Special English Engineering Book I (ELS; Collier Macmillan)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Modern English Primer Part 1 (King & Campbell; ELS)	x					
Modern English Primer Part 2 (King & Campbell; ELS)		x				
Modern Short Stories in English Advanced Reader (Dixson; Regents)						x
Modern Spoken English (Crowell; McGraw Hill)						x
New Horizons in English Books 1-5 (Addison Wesley)	x	x	x	x	x	x
New Horizons in English Workbooks 1-5 (Addison Wesley)	x	x	x	x	x	x
News For You—Form A—Supplementary (Laubach; Laubach)			x	x		
News For You—Form B *(Laubach; Laubach)*					x	
Orientation in American English, Level I, Text 100 (Blue) (IML)	x					
Orientation in American English, Level 2, Text 101 (Yellow) (IML)	x					
Orientation in American English, Level 1 Workbook 100A (Blue) (IML)	x					
Orientation in American English, Level 2 Workbook 102A (Yellow) (IML)	x					
Orientation in American English, Level 2 Reader 101C (Yellow) (IML)		x				
Orientation in American English, Level 3 Reader 102C (Orange) (IML)		x				
Orientation in American English, Level 3 Text 102 (Orange) (IML)		x				
Orientation in American English, Level 3 Workbook 102A (Orange) (IML)		x				
Orientation in American English, Level 4 Reader 103C (Green) (IML)			x			
Orientation in American English, Level 4 Tapebook 103B (Green) (IML)			x			
Orientation in American English, Level 4 Text 103 (Green) (IML)			x			
Orientation in American English, Level 4 Workbook 103A (Green) (IML)			x			
Orientation in American English, Level 5 Text 104 (Gray) (IML)				x		
People in Fact and Fiction (Allen; Crowell)					x	
People in Livingston (Allen; Crowell)				x		
The People Speak (Collier-Macmillan)		x				
Practical Conversation in English for Advanced Students (Hall; Regents)				x		
Practical Conversation in English for Intermediate Students (Hall; Regents)		x				
A Practical English Grammar (ELS; Collier-Macmillan)						x
Practice Your English (Wright; American)			x			

	L.1	L.2	L.3	L.4	L.5	L.6
Special English Journalism Book I (ELS; Collier-Macmillan)					x	
Special English Medicine Book I (ELS; Collier-Macmillan)						
Spoken English—General Notes (Sutherland; SFUSD)	x					
SRA Reading Laboratory III B (Parker; Science Research Associates)						x
Stories to Surprise You (Collier-Macmillan)					x	
Story of My Life (Keller; Collier-Macmillan)					x	
Success in Reading—Book I (Shater-Macdonald; Silver-Burdett)						x
Ten Great Americans (McGillivray; American)						x
The USA: The Land and the People (Dixson; Regents)					x	
The USA: Men and History (Dixson; Regents)					x	
The USA: Men and Machines (Chapman; Regents)					x	
Three Detective Stories (Collier; Macmillan)						x
Toward a Better World (McGillivray; American)					x	
Twelve Famous Americans (Collier-Macmillan)					x	
Utterance Response Drills for Students of ESL (Alter, Collier & Steinberg; Prentice-Hall)						x
The Vanishing Lady (Collier-Macmillan)						x
The Virginian (Wister; Collier-Macmillan)						x
Vocabulary in Context—Supplementary (Franklin, Meikle, Strain; University of Michigan)		x	x			
Winston Dictionary for Schools—Supplementary (Holt, Rinehart & Winston)			x	x	x	x
Writing English (Ross & Doty; Harper & Row)						x
Writing Through Understanding (Arapoff; Holt, Rinehart and Winston)						x
Your Family and Your Job (Cass; Noble & Noble)		x				

Based on the San Francisco College District ESL Master Plan, Phase II, 1972.

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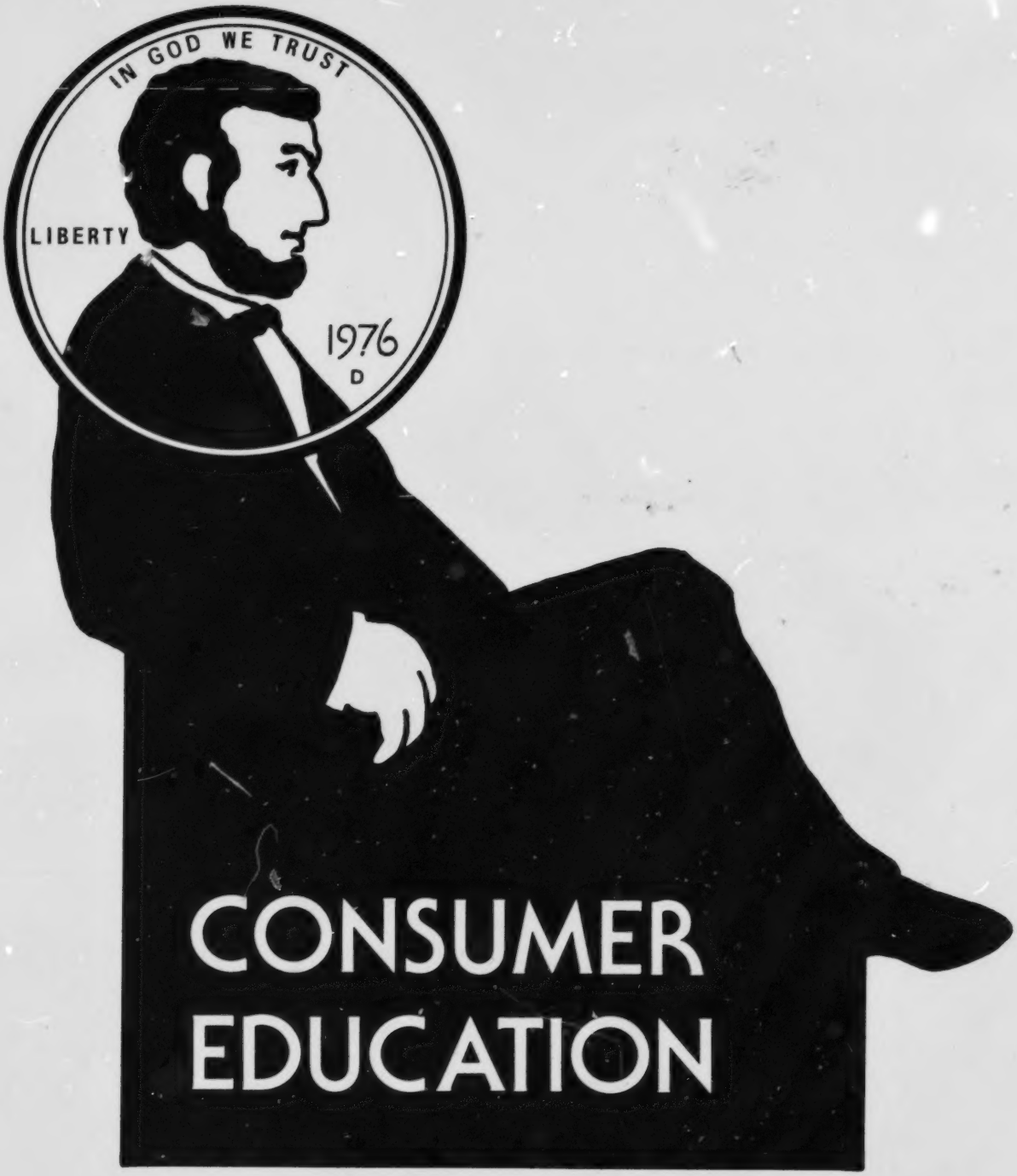

CONSUMER EDUCATION

TEACHING CONSUMER ISSUES TO ADULTS

by John Wish, Don Steely and Steve Tritten, University of Oregon

Rationale

> "In terms of general knowledge areas, the greatest area of difficulty appears to be Consumer Economics... Translated into population figures, some 34.7 million adult Americans function with difficulty and an additional 39 million are functional, (but not proficient) in coping with the basic requirements that are related to Consumer Economics." (Barron, Kelso, Northcutt, et. al., Adult Performance Level Study, 1975.)

Such conclusions seem reason enough for including consumer issues in the ABE curriculum but other reasons also exist. Each year millions of dollars are spent by Americans on products or services which are overpriced, of poor quality, useless, and personally and environmentally harmful. Americans spend thousands of hours at work to acquire these useless and harmful products and services, and the adage "they don't make them like they used to," is continually validated.

American businesses continue to spend vast sums on marketing techniques which are designed for only one reason, to get the public to buy. Each year these selling techniques become more sophisticated and persuasive, thus making it increasingly difficult for consumers to arrive at wise purchase decisions.

Consumer education classes for minority, poor, and urban Americans are especially desirable. These Americans are faced with fewer choices, higher prices, and higher interest rates when buying on credit. Couple this inability to obtain the products and services they need at prices they can afford with problems in the use and application of basic math and reading skills, and we have the recipe for a dissatisfied and impotent person.

The competencies developed in consumer education are practical. They require application of mathematics, reading, and writing skills to the solution of daily problems. Thus consumer applications help students learn basic skills and firmly fix these basic skills through solution of problems which we all face. For example, while a basic math class may teach

students how to divide through the use of problems like 25 ÷ 5, a consumer education application might require students to use division to select the best buy, given three different sizes. If a 5 oz. can of corn cost 25¢, a 10 oz. can cost 43¢, and a 12 oz. can cost 50¢, which size is the best buy? Practical problems of this latter kind should motivate since students can see that instruction can help save money.

Consumer education examples and material are widely available and easily used. Newspaper stories and ads, T.V. programs and ads, magazines and books as well as contracts, can all be used. Competent teachers of basic skills can bring their subject to the students' "real world" by using examples with which we are all familiar. In this short analysis, the ideas will be applied to two examples--a used car and food.

The Content of Consumer Education[1]

The primary goal of a consumer education course is to help provide persons with the necessary skills and knowledge to purchase and use products and services in a way that will meet their needs and be consistent with their values. A secondary goal is to help persons understand the results of their consumer decisions. Since sellers are usually more knowledgeable about the products and services they sell than the typical consumer, consumer education can equalize this information gap.

Traditionally the basic problem encountered by consumer education teachers has been the lack of any book which has effectively organized seemingly separate subject areas into an understandable whole. A further complication has been the inability of traditional materials to provide a general buying process which can be used when purchasing anything. The major reason offered by many consumers why they have bought a certain product or service is that they wanted it. Further investigation reveals, however, that some products and services are purchased primarily to stay alive (to meet

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[1]This section draws heavily from our forthcoming textbook Consumer Issues, to be published in late 1977 by Prentice Hall. See Appendix D for the skills which that text teaches.

survival needs), some because they make work more efficient or life easier (convenience needs), and others because they make us feel more important or acceptable (social needs). This differentiation of the needs helps students: (a) determine more specifically why they buy what they buy, (b) see the relationship between a group or class of products, (c) see that the majority of purchases are not made for survival reasons, and (d) understand that many products and services are designed to fill more than one of these general needs.

Other important concepts basic to an adequate understanding of consumer purchasing are product features and product consequences. Product features are qualities that a given product or service has and can therefore provide an objective basis for comparison among those available. Product consequences, i.e., what the consumer must give up to get the desired features, involves such things as price, maintenance safety and the environmental impact. The use of the concepts of features and consequences allows the student to look at each major purchasing decision he/she makes and know with greater certainty why he/she is buying and what he/she will be getting and/or giving up as a result of buying. (Different consumers will value certain features and consequences more than others and may choose a brand of product based solely on one feature or consequence.) It is not the instructor's place to tell students what they value or what they should buy. Rather the instructor ought to expand the student's awareness or his/her purchasing decisions so that each person may exercise greater control over his/her own life.

For instance, we all know that some cars are better than others. But how many people know that ten minutes consideration about what "needs" will be met by the car (just what uses will it be put to) coupled with a fifteen to twenty minute study of comparative ratings of several brands of cars will make for informed decisions. (The April issue of Consumer Reports or the Annual Buying Guide Issue of Consumer Reports both can be quite useful.)

In the purchasing of food, one can make very different decisions if needs are understood. If survival on a low budget is important, then the numerous, tasty and meatless recipes in Diet for a Small Planet can be quite helpful. On the other hand, if the consumer is showing off for friends (meeting and social needs) wine and thick steaks are more appropriate. Or for a tasty meal at home, fried chicken might be a delight. Having made the decision to buy a particular product, newspaper ads can sometimes be useful.

FIGURE 1

Two ads from the same issue of a local newspaper.

Application of Basic Skills in Purchasing and Using Food

It's interesting and educational to look at the supermarket ads which appear in the local paper. FIGURE 1 indicates an opportunity to save money in meal planning. Even persons with very low level reading and computational skills should find some interest and useful practice in finding:

(1) which stores advertise a particular product (i.e., chicken fryers);

(2) discovering if the ads are for exactly the same product (i.e., Oregon fryers);

(3) the range of advertised prices and ranking them from low to high;

(4) discovering the cost per serving for fryers[2] and other products.

FIGURE 2 is a typical ad for a particular brand of breakfast cereal--Kellogg's Frosted Flakes. The ad can be analyzed for claims made

"They're great"

"Save 10¢"

Cereal ads predominate on Saturday morning T.V. And, we have found students enjoy analyzing those Saturday morning ads. We ask students to watch T.V. at a particular time and on a particular channel. For that hour, we ask them to record:

the product (cereal, toys) and brand (Frosted Flakes, Mattel Bionic Man) being advertised, and

the appeal being made ("More fun," "lower price," "better for you.")

---

[2]Frying chickens are claimed to have 2 servings per pound in Compare Cost Per Serving, Extension Bulletin 803, Oregon State University Extension Service; February 1974. (This booklet and numerous others are available from the County Extension Services.)

Sit down to breakfast with Tony and get a
Gr·r·reat
10¢ Savings!
Extra-crunchy flakes of corn with just the right amount of frosting for kids and adults. THEY'RE GR·R·REAT!
Kellogg's SUGAR FROSTED FLAKES
8 ESSENTIAL VITAMINS & 2 MINERALS
SAVE 10¢
on any package of
Kellogg's SUGAR FROSTED FL
(Offer limited to one coupon per package
GROCER: We will redeem this coupon plus 5¢ for ha
offer have been complied with by you and the cons
coupons to: DEPT. K., P.O. BOX 1172, CLINTON, I
be honored only if submitted by a retailer of our
house approved by us and acting for, and at the risk o
voices proving purchase of sufficient stock to cover cou
redemption must be shown upon request. Any sales tax m
consumer. Offer good only in the United States and
where prohibited, licensed, taxed, or restricted by law. Coup
fication when terms of offer have not been complied with. Cash
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STORE COUPON
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NONREDEEMABLE
® Kellogg Company
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Figure 2

Reproduced by permission of Kellogg Company.

With the exception of the Christmas season when toy ads predominate, sugar coated breakfast cereals make up the majority of the 15-25 ads that occur during the hour.[3]

Another learning experience for basic education students is a trip to the supermarket where the student has a list of products and brands and is asked to record the price. FIGURE 3 shows the results in Eugene in April, 1976. Students went to five different stores and a discussion was held on prices found and things noticed, like the location of the T.V. advertised sugar coated cereal. (It is at shopping cart level where the pre-schooler in the cart will easily see it.) If basic math skills are being taught, the students can be asked to compare the cost per unit (pound, quart, or serving).

One interesting fact is that reconstituted frozen orange juice is often cheaper than Tang, Hi-C, or Pepsi. Another is that the cost per serving[4] for Kellogg's Corn Flakes is about half that for the highly advertised sugar coated cereals.

(corn flakes 69¢ ÷ 18 oz. = 3.8¢ per serving)

(Freakies 66¢ ÷ 9 oz. = 7.7¢ per serving)

Laundry detergents are interesting. The package must say how much phosphate (the active, cleaning ingredient) is in the package. In late 1975 or early 1976, "New Generation" Tide was introduced. Apparently there were two changes

> A heavy advertising campaign accompanied by higher prices, and
>
> New instructions for using 1 1/4 cups per load instead of 1 cup.

The phosphate content had been lowered from 8% to 6.1%--so more Tide had to be used with each load.

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[3]See Evelyn Kaye, Family Guide to Children's T.V., Pantheon, 1974, for many suggestions for using T.V. for learning.

[4]All cereals and drink powders and concentrates have information on the size of a serving and/or the number of servings in the container.

STORE NAME _____

STORE ADDRESS _____

Time Into Store: _____
Time Out of Store: _____
TOTAL TIME IN STORE: _____

ITEM	KIND OR BRAND	NUMBER & SIZE	ALBERTSON'S	LITTLE'S	MAYFAIR	McKAY'S	SAFEWAY
SODA POP & BEER	Pepsi	6-10 oz.	1.19	1.29	1.09*	1.29	1.19
	Pepsi	8-16 oz.	1.99*	2.09	1.99*	1.99*	1.99*
	Beer	1 qt.	.56	.45*	.56	.57	.56
	Beer	6-11 oz.	1.58	1.28*	1.58	1.58	1.58
DRINKS	Bottled OJ	1-32 oz.	--	.69	.69	.59*	.59*
	Tang	1-18 oz.	1.38*	1.49	1.38*	1.38*	1.38*
	Tang	1-27 oz.	1.89*	--	1.89*	1.99	1.89*
	Frozen OJ	1-12 oz.	.59	.69	.53	.39*	.59
	Hi-C Fruit Drink	1-46 oz.	.57*	.69	.59	.57*	.57*
CEREAL	Kellogg Corn Flakes	1-18 oz.	.69*	--	.73	.69*	.69*
	Quaker Rolled Oats	1-18 oz.	.57*	.59	.57*	.57*	.57*
	Sugar Pops	1-15 oz.	.99*	--	1.05	1.09	.99*
	Freakies	1-9 oz.	.71	--	.73	.71	.66*
CORN (Whole kernel)	Diamond A	1-17 oz. can	3/1.00	--	2/.69	3/1.00	3/.89*
	House brand	1-17 oz. can	.29	--	3/1.00	3/1.00	.25*
	Pkg. frozen	1-10 oz. pkg.	--	2/.35*	.25	--	2/.65
SOAP	New Generation Tide	1-20 oz. box	.68*	.69	.68*	.73	.68*
	Tide	1-49 oz. box	1.52*	1.55	1.52*	1.52*	1.52*
	Tide	1-84 oz. box	2.52	--	2.52	2.52	2.52
	White King Detergent	Price/pound 1 box	.45	.47	.39*	.39*	.40
CHEESE	American Sliced/	lb.	1.89	2.07	1.86	1.89	1.46*
	Mild Cheddar/Block/	lb.	--	--	1.79	1.79	1.65*
	Processed Cheese Food		--	1.84	1.98	2.19	1.19*
MEAT	Hot Dogs/	lb.	1.49	1.39	1.19	1.17*	1.18
	Sirloin Steak/	lb.	2.87*	2.98	2.29	3.17	2.98
	Rump Roast/Boneless/	lb.	2.19	2.29	1.87*	2.19	1.98
APPLES	Fresh Red/	lb.	.39	.39	.45	3/1.00*	.39
	Dried (pkg.)	8 ounces	--	--	--	.89*	1.08

* = Lowest Price Eugene, OR, Apr. 22-23, 1976.

FIGURE 3 - PRICE COMPARISONS

4-149

Application of Basic Skills in Purchasing a Used Car

Most all of us have bought and/or intend to buy a car. One can pick up the local paper and find a big section of the classified ads devoted to Used Cars.

Determining what car is best depends a lot on our needs. Fortunately, there is additional useful comparative information. One of the most helpful is the previously mentioned Buying Guide Issue of Consumer Reports. Students with a 6th-8th grade reading level might want to consult either the above book or the April Consumer Reports.[5] Students could be asked a number of questions using the auto classified ads. Questions could include:

(1) What car looks best to you? Why?

(2) What years of used cars are discussed in the April Consumer Reports.

(3) What is the lowest (best) predicted repair incidence for compact cars?

(4) How does the price compare with the predicted repair incidence. (Compare a '75 Vega with a '75 Dodge Dart.)

Most of us have to finance our cars. A Credit Union or Bank loan officer will be happy to explain the typical contract for purchasing a car with time payments. As a minimum, the loan officer should be asked to explain how an approximate value is assigned to a car, the use of the "Annual Percentage Rate" in shopping for credit and the advantages and disadvantages to the consumer of buying insurance through the financial intermediary. At the least, students should be able to justify a (simulated or actual) choice of a car as a result of comparative shopping for a particular brand and model.[6]

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[5]That issue is devoted exclusively to comparative ratings of new and used cars.

[6]Those students with 6th grade math and reading skills should be able to demonstrate a best model and "credit" terms. That choice will not depend upon choice minimum monthly payments.

Used Cars **860**

1968 CAMARO RALLY SPORT. Excellent condition. $1,895 or best offer. Call 343-6483; 688-7004.

DON FEREBEE'S
EMPIRE AUTO SALES
1582 West 7th 344-6031

69 MUSTANG, 6 cylinder, 3-speed, new paint, mags. Priced for quick sale, $995 firm. 746-4363.

Used Cars **860**

1974 CAMARO, 350, 4-speed, T/A radials, appliance mags, excellent condition. 746-5248; 747-4236.

65 CHEVY IMPALA, tudor, 283, 2-barrel, slight body damage, runs good, $350. 689-7281.

1968 CHEVELLE 327 — $1050. 1964 Thunderbird, $600. Both good condition. 747-9807.

KENDALL FORD
VALLEY RIVER VALLEY RIVER

WAGON SALE!

70 VOLVO '145S' Station Wagon $2,295
Factory Air, Automatic, Luggage Rack, A RARE Find!

72 PINTO Station Wagon $1,995
Sharp and All Green! 4-Speed Performance!

73 FORD LTD Squire Brougham Wagon. $3,395
10 Passenger!! Air Conditioning, Rack; It's Loaded!

73 PINTO Squire Station Wagon $2,595
4-Speed, Bucket Seats, Rack, Green with Wood Applique!

74 CHEV VEGA 'GT' Station Wagon $2,395
4-Speed, Sport Wheels, All Green and All Clean!

74 OLDS Super Cruiser Station Wagon $4,395
Loaded! Wood Applique, Rack, Stereo Tape, Air, More!

75 MERCURY Montego MX Station Wagon $5,195
"Villager" 8-Passenger, Air, Power, Low Miles! It's Sharp!

75 AMC MATADOR Station Wagon $4,095
Loaded! Wood Applique, Rack, Power and Air!

75 CHRYSLER Town & Country Wagon $5,995
Loaded with All Power, Tape, Cruise-Control, All Gold!

75 FORD LTD Squire Station Wagon $5,795
Full Power, Stereo, Rack, Burgundy with Deluxe Interior Trim. A Factory Executive's Car!

75 FORD LTD Station Wagon $5,295
Air, Radio, AM/FM, V8, Automatic, Power, Harvest Gold!

75 FORD Torino Squire Station Wagon $4,995
Air, Rack, All Gold with Wood Applique!

75 FORD LTD Station Wagon $4,695
Family Special! Air, Power Assists, Green, Loaded!

76 PINTO 'MPG' Station Wagon $3,295
Automatic, Radio, Molding Group, Bucket Seats!

76 FORD LTD 2-Seat Station Wagon $5,995
Air, Small V8, Automatic, All Bamboo Yellow!

KENDALL FORD
VALLEY RIVER VALLEY RIVER
Open 8 a.m. to 9 p.m. Phone 342-2151
Open Saturday & Sunday 'til 6 p.m.

Figure 4 - A Selection of Classified Ads for Used Cars One Newspaper Issue.

Used Cars **860**

1973 PINTO Wagon, excellent condition, 38,000 miles. Must sell. Phone 747-1914.

1974 FORD PINTO STATION Wagon, low miles, new tires, excellent condition. 344-8117; 484-1385.

1968 FORD TORINO — Tudor, 302, automatic. Nice, but needs valve job. $500. Evenings, 687-2700.

68 EL CAMINO
4 speed, 327, air. $1,000.
Call 689-6341

1968 Chev IMPALA Wagon — 1970 Chev KINGSWOOD Wagon. Both run good. 689-7272.

69 PONTIAC LeMANS, tudor, AM-FM, air, rally wheels, radials, real nice. $1,350. 484-9035.

1974 FORD PINTO STATION wagon, low miles, new tires, excellent condition. 687-9035.

72 VEGA GT
4-speed, one owner. Call after 5 p.m. 746-1057.

MUST SELL !
Immediately, 1958 CHEVY. See to appreciate. Call 687-9598.

1971 CHEVELLE SS — V-8, 4-speed, extra sharp. Goodyear radial tires. Call 345-2094.

69 COUGAR — 351, 3-speed. Best offer over $1,000. Call 342-2061 after 4 p.m.

63 CHEVY II NOVA Wagon. 6 cylinder, 3-speed, radio; Good condition. $450. 746-1442.

1973 VEGA GT HATCHBACK — AM-FM radio. Clean car. $1850. Call 748-6344.

1973 OLDS TORONADO, Clean, sharp, new tires. See to appreciate. 687-1765 or 343-2507.

1971 AMC HORNET SST, automatic, air, 4-door, 6 cylinder, 40,000 miles, $1,400. 686-0740.

1965 CHEV IMPALA TUDOR — Good condition, $750. 688-8657.

1972 CHEVY NOVA — Fordor. LOW MILEAGE. Power, air, mag wheels. Make offer. 687-2931.

67 TORONADO — Super nice condition. Low mileage. $1395. 342-8675.

1970 CHEVELLE MALIBU — 350, 4 speed. Just rebuilt. Immaculate! Call 344-7567.

73 MERCURY COMET, V-8, fordor, radials. Excellent condition. $2,450 firm. Call 747-5273.

SELL or TRADE — **1969** DODGE Super Bee. $1,400 or best offer. Call 344-0925.

1971 VEGA COUPE, Runs good, very economical. $1,000 or best offer. 942-3711.

IMMACULATE '1971 Comet fordor sedan. Excellent, new motor, new radial tires. $1795. 686-9827.

1967 PLYMOUTH BARRACUDA Tudor. Must sell. Just had engine rebuilt. Asking $900. 688-8318.

1970 PONTIAC FIREBIRD, all, parts or trade. 400, 4 speed, and bucket seats. Good body. 747-5947.

1968 CHEVY — 4-door, Power steering, brakes, automatic Good mechanical condition. $425. 343-7883.

Used Cars **860**

1975 PINTO Station Wagon. "8" cylinder with automatic transmission, air conditioning, low mileage! $2,795

STATER & CARNAHAN
13th & OAK Motors 687-2444

GROWING FAMILY Forces Sale! Bright Red 1975 Chevy Monza 2 + 2, V8, 4-speed, power steering, factory mags and radials. Only 8,000 one owner miles on 36,000 mile warranty. $3900. 942-8347.

RARE ELEGANCE, 1973 CADILLAC Eldorado Convertible, in flawless condition. This care appreciates every month, Firemist green, green leather, with white top, $6,995. 343-8788.

1975 AMC MATADOR station wagon. V-8 automatic, power steering, 12,800 miles, $3,195. Call Dick Bennett at A. B. Scarlett Transportation Rentals, 687-2266, 7th and Washington.

1971 CHEVY Caprice, tudor hardtop, $895. V-8, automatic, full power, air.

Cars Unlimited
3144 West 11th 686-0758

BEST OFFER!!
1972 TORONADO, power everything. Low miles. $2,500 or submit. See at 81 Centennial Loop or call 686-1971.

73 AMC Hornet Hatchback Coupe. V8 with automatic, power steering, vinyl roof and more! . $1,995

STATER & CARNAHAN
13th & OAK Motors 687-2444

67 RAMBLER AMBASSADOR, fordor, 6-cylinder, runs good, good body, good gas mileage, everything works. $350 or best offer. 746-5862.

70 CHEVELLE SS—396, 4-speed. $1995 or best offer. Call 689-0809.

70 COUGAR — Spoiler, hood scoop, 302, 4 on the floor, power steering and brakes, metalflake blue and black. $1,700 or best. 688-2217 days.

1974 PINTO WAGON, Prime condition, radio, luggage rack, automatic, 19,000 miles. Will sell for August 1976 Kelley Blue Book wholesale $2425. 686-2760.

1975 CHEVY MONZA Town Coupe, 2+2, tutone, gray and black. Like new. Radials. Only 19,100 miles. One owner. $3500. 344-6227, 8 a.m. - 5 p.m. Monday through Friday.

1971 FORD LTD, Tudor, Luxury interior, new rubber, low mileage, many extras. $1,850. 3398 Bardell (Chevy Chase, by Autzen Stadium).

1972 BUICK ESTATE WAGON, all power, factory air, new tires, excellent condition. $2,075. Days, 688-8686; Eves. & weekends, 747-2513.

1969 PONTIAC BONNEVILLE — Tudor. Excellent condition. Full power, air conditioning. Cruise control. $1050. 688-1497.

1976 FORD GRANADA — Automatic, vinyl, Decor, power steering, like new. $4195. 1466 Hayden Bridge Road.

Used Cars **860**

1971 CHRYSLER NEWPORT. Fordor, Air, Power, Automatic, EXCELLENT condition. $1,850. or offer. 343-6736.

1969 CHEVELLE SS 396, Rebuilt engine, new Hurst linkage, $1,500 or trade for Chopper. 42-3738 (5-7p.m.).

1972 CADILLAC Coupe Deville, loaded, excellent condition, white top on dark green. Make Offer. Bob at 484-2069.

CREAMPUFF!
TOO MANY Cars — Must Sell 1974 MUSTANG II Ghia, loaded, 8,500 miles. Make offer. 484-1141.

1969 CHARGER RT with special order 383 V-8, just tuned up, customized interior, 48,000 miles. $1,100. Evenings, 687-9722.

1964 LINCOLN CONTINENTAL, fordor, Good condition, $800. Best offer or trade for School Bus. 484-1368.

1973 CAMARO — LT coupe, 350, 4-speed, gold with black vinyl top, 40,000 miles, $3,500. After 6 p.m. 1-836-2951.

SPORTY 75 BUICK — Tudor. Moon roof, stereo tape deck, and radio, sport wheels. $4395. Consider trade. 746-9829.

LIKE NEW — 1975 MONZA, 2+2, by Chevrolet. V8, new radials and shocks. Beautiful. $3,750. 484-9235, today!

1971 CAMARO — 350, automatic, 64,000 miles, power steering, chrome wheels. $2,500 (Offers). 726-1356.

1972 HORNET — 6-cylinder, 3-speed, individual reclining seats, good condition. $1,995. Mike, 687-9219.

1966 Ford Fairlane, tudor, $300. 1964 Ford Van, $300. Runs bad, looks worst! Call Jim, evenings, 896-3558.

69 Plymouth ROADRUNNER, 383 4-barrel, automatic, body damage — engine ok, $285, or best offer. 747-1843 after 5 p.m.

1967 PONTIAC FIREBIRD 400. 3-speed, automatic, new tires, racing blue. SPECIAL terms. 747-4727, ask for Steve.

1968 FORD COUNTRY SEDAN, excellent condition, automatic transmission, $650. After 5 p.m., 689-8488.

64 OLDS DYNAMIC — Tudor. Power brakes and steering, air conditioning, good rubber and runs good! $350. 746-2897.

1971 CAMARO — 350, V8, automatic, air, AM-FM, 8-track, vinyl top, new paint. 20 mpg. $2300. 345-8189.

75 CAMARO — Vinyl top, steel radial tires, rally wheels. Like new. 689-0890 after 5 p.m. weekdays; weekends anytime.

67 CADILLAC COUPE DEVILLE — Immaculate condition. Must see to appreciate. Evenings after 5 p.m. 688-6718.

BUICK 9 passenger Wagon — Radials, FM cassette, sky roof. Immaculate condition throughout. 484-1783.

72 OLDS CUTLASS SUPREME, power steering, power brakes, air conditioning. Excellent condition. Best offer. 933-2606.

72 VEGA HATCHBACK, 56,000 miles, 4-speed. New battery, brakes, and starter. $950 or offer. 726-0331.

MUST SELL, 1971 Travelall with trailer package; 59,000 miles, mechanically excellent. $1800. Roy, 4418 Knoop, 689-1377.

MOVING, Must sell immediately, 1968 Pontiac Lemans fordor, vinyl top, good condition, Best offer over $550. 344-4798.

MUST SELL — **1966** Fordor FORD GALAXIE New exhaust system and shocks. $250 or best offer. 689-2466.

Conclusion

We have mentioned the importance of consumer literacy and have given two examples of how consumer economics can be used in ABE. The appendices include more details for the person who wishes to go further into the subject. The authors would be happy to correspond with interested readers.

APPENDIX A

Pretests

It is especially important to be able to identify and adjust instruction to students' current abilities, since many consumer competencies require the application of reading, writing and math skills to solve unique problems. One way to identify areas in which students may need extra help is to administer a criterion referenced pre-test before formal instruction is begun. Such tests are designed to measure the most important competencies to be taught and in this subject include measures of basic reading, writing and mathematical skills which will be required within the course. Typically American adults have oral language abilities which far surpass math computation, vocabulary language structure and reading abilities. Since oral communication has been the only means of learning open to them, they become quite facile at it. They can easily give the outward impression that they understand, when in fact they do not.

In summary, pre-testing is useful in a variety of ways: (a) in helping to formulate mutually agreed upon contracts; (b) to insure that consumer instruction does not go over the head of the participants; (c) to insure that useful time will not be spent working on skills that students may have already acquired and (d) in helping the teacher provide an accountable teaching system. (See sample pretest which follows.)

Form B (Revised) March 1976

Pretest Consumer Issues

Exam Number

Name: Last First

Major

Class

This test has three parts

50 points
- 1 - 22 True/False or Multiple Choice to be answered on a separate answer sheet. A = True B = False
- 3 fill in the blanks

50 points Essay question

100 points TOTAL (Since wrong information can get one into more trouble in consumer matters than no information, wrong answers will be subtracted from right answers.)

DO NOT WRITE ON THIS SHEET

T or (F) 1. There are more minutes of TV advertising per hour during children's Saturday morning TV than during prime adult time of 8-10 p.m.

T or (F) 2. The average cost of writing, shooting, & preparing the typical 60 second nationally broadcast TV commercial is greater than $50,000.

T or (F) 3. Meat is necessary for a nutritionally complete diet.

4-7 Calculate the price per ounce of Pepsi to the nearest cents per ounce, rounding up.

4. An 11 ounce can that costs 25¢.
   a. 5¢
   b. 1¢
   c. 2¢
   (d) 3¢
   e. None of the above.

5. 6 pak of 12 oz. at $1.00.
   a. 1¢
   b. 10¢
   c. 17¢
   d. 6¢
   (e) None of the above.

6. 8 pak of 16 oz. at $2.56
   a. 1¢
   b. 13¢
   c. 26¢
   (d) 2¢
   e. None of the above.

7. One quart of Pepsi at 32¢
   (a) 1¢
   b. 10¢
   c. 17¢
   d. 2¢
   e. None of the above.

8. Last week Safeway had frozen concentrate orange juice for 48¢ per 12 oz. can. Assuming 3 cans of water must be added to reconstitute the juice, what is the price per ounce of the reconstituted juice?

   (a) 1¢ b) 10¢ c) 5¢ d) 4¢
   e) None of the above

(T) or F

9. Research indicates that large firms will usually respond favorably to factual complaints.

10-15 Choose the energy conversion efficiency of the following forms.
a) Almost 100%
b) Between 60-80%
c) About 40% efficient
d) About 30% efficient
e) Less than 30% efficient

e) 10. Wood burning fireplace
b) 11. Forced air furnace in the home using natural gas or oil
d) 12. Electricity from nuclear plant
a) 13. Electricity from hydroelectric plant
c) 14. Electricity from large coal burning plant
c) 15. Electricity from large natural gas fired central plant

16-20 Fraudulent & Deceptive Practices. Assume the seller does not want to make matters good. You have protection under the existing law?
A = it will be made right.
B = tough, you're out of luck.

(A) B 16. Last night you signed a contract in your home for a beautifully bound Bible with family pictures for just $200. Payable at $20 a month. Today you've decided you don't want it. You can easily cancel any time within 72 hours.

A (B) 17. You took your bike in to be repaired, and were given a verbal estimate of repair costs of $10. The bike is ready, but the bill is $35. You don't want to pay. The bike shop does not want to return the bike until you do pay.

(A) B 18. You receive two books through the mail, which you had not ordered, along with a bill for $10.15.

(A) B 19. You lost your credit card and someone else used it running up a bill of over $500.

A (B)

20. Contrary to the verbal promises made by the salesman, you find you signed a note for a life insurance policy payable at $50 per month. You don't have the money.

21. The term "Annual Percentage Rate" typically:
    a) Refers to the growth of our economy
    (b) Is required by law on all credit contracts
    c) Is a loaded term used by car salesmen which is meant to confuse the buyer.
    d) All of the above
    e) None of the above

22. Which one of the agencies below is the best source of what state office can help you with a consumer problem.
    a) C.P.D. of Attorney General
    b) USDA
    c) District Attorney
    d) FTC
    (e) None of the above

23. What is the title of the US Government's quarterly publication about free and inexpensive materials in consumer affairs? (Consumer Information)

24. What is the name of a publication that is devoted to giving comparative ratings of various brands of products & accepts no advertising? (Consumer Reports, Consumer Bulletin)

25. The cost of credit purchases varies greatly. If you have a regular job, name one type of financial institution that will typically give a loan with a low finance charge (Savings and Loan, Credit Union, and Banks, Finance Companies, Seller)

* (I'm looking only for type (e.g., Bank, Finance Company, but you may use a brand name like "First National Bank," Eugene, if you name the city.)

ESSAY

26. a) In 200 words or less, outline the procedure you used in making your last major purchase (e.g., car, stereo, motorcycle, etc.) Give 3 points for each of the following (up to 25 points total):

(1) Identifying needs
(2) Studying product types
(3) Selection of one product type (matching need with products)
(4) Role "Brand" products play compared to "unknown."
(5) Deciding which aspects of a product are most important
(6) Financing (credit) options for purchasing
(7) Cost (time and money) of "shopping" around.
(8) Where do you go if product doesn't work (warranty)
(9) Social aspects of products

b) Criticize that procedure. 25 points

APPENDIX B

Teaching Strategies

Ideally, after pretesting, instruction can begin on a one-to-one level. This would insure work commensurate with each participant's abilities. However, when a one-to-one situation is not possible, small homogeneous groupings are best. Davidson (1971)[7] reports that acquisition of both information and skills is doubled within any particular time period through teaching approaches which allow for extensive individualization of instruction as well as small groups.

The actual materials used in the instruction of consumer education will ultimately depend upon the instructor's preference. However, those materials which present a logical, thorough, and simplified approach to all facets of consumer issues will be most likely to help the participants. Direct instruction of skills and concepts has proven most effective (Rosenshine, 1976).[8] Direct instruction involves a question/answer format in which the instructor tests (through questions) everything that is presented as it is presented. The Department of the Army has found the lecture format to be virtually useless in communicating information to ABE students. The highly verbal direct instruction format allows the instructor to receive immediate feedback as to how well the students understand and can apply what has just been learned to new situations. We have prepared sample lessons using direct instruction technique. These are available by writing to the senior authority at the College of Business at the University of Oregon.

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[7]Davidson, E. W., Family and Personal Development in Adult Basic Education Curriculum Guide and Resource Units, National Extension Association, Washington, D.C., 1971.

[8]Rosenshine, B., "Classroom Instruction" in The Psychology of Teaching Methods, N. L. Gage (ed.), 1976.

APPENDIX C

Further Information for Students and Teachers of Consumer Economics

Many persons do not have sufficient information regarding the objective aspects of features and consequences of products and services. Thus they need to seek out the needed information from other sources. Friends and salespersons are two typical sources. Advertising is another popular source. These all vary in reliability; generally the closer the source is to the seller, the less reliable the information.

The Seller Tactics

The most obvious aspect of the seller's activities is that of product promotion--advertising. Advertising is necessary for the seller so that he/she can (1) stabilize a need for the product to base production schedules on, (2) insure that stores will want his/her product because he is actively promoting the product, (3) maintain a competitive appearance in the eyes of the consumer, and (4) inform the consumer about his/her product. This latter point is the one that speaks most directly to the consumer, since advertising is often the prime source of product information. There are several tactics which the seller uses in attempting to convince the consumer to buy his/her particular product. One such tactic is to stress those product features and consequences which most people want from a certain type of product and which the seller's product has as strong points. Another tactic is to persuade consumers that the strong points of the seller's product, although not what consumers want, are in fact the most important categories that consumers should be interested in. A prevalent approach especially in T.V. is to make untestable statements about the product. The seller will show how much fun people have when a particular brand is being used (Salem cigarettes, Blitz beer, and Sugar Frosted Flakes cereal). The frequent repetition of these ads, which are especially designed for the audiences who will see them, makes them very effective in getting persons to buy.

But, seldom do friends, salespersons, or T.V. ads give sufficient information for intelligent purchasing. There is an informative series on Public T.V. -- Consumer Survival Kit. There are some 55 programs and accompanying printed material available (see Consumer Survival Kit listing). Added information for intelligent consumer action is included in the sources noted in the attached bibliography. Consumer Reports and Consumer Information are two of the most useful sources

of credible comparative information. Numerous paperback books are also available and a selection of some of the better ones which we use in our classes are listed in Section I of the bibliography. For suggestions of where to turn if the product or service is not functioning, the Guide to Federal Consumer Services can be helpful.

Consumer Survival Kit
P.O. Box 1975
Owings Mills, Maryland 21117

"100" SERIES (1975) AVAILABLE IMMEDIATELY

100 ENTIRE SERIES FOR $26.00
101 AUTO REPAIR "Auto Repairanoia"
102 SUPERMARKETS "Supermarket Strategy"
103 LAND SALES "Land Whoa!"
104 CREDIT "All Charged Up"
105 FUNERALS "The Last Rights"
106 USED CAR LOTS "Lemon Tree or Horn of Plenty?"
107 WEIGHT CONTROL "Fat Chance"
108 OTC DRUGS "Cure Or Come-On?"
109 SHOES "A Really Big Shoe"
110 HOME BUYING "Dreamhouse Nightmare"
111 COSMETICS "The Big Put-On"
112 AIR TRAVEL "The Plane Truth"
113 TIRES "More Tread for Your Bread"
114 HOME REPAIR "The Big Fix"
115 MOVING "Rapid Transit: How to Avoid Catastrophe"
116 TOYS "Tots, Toys, and Tragedy"
117 FLOOR COVERING "We Got You Covered"
118 CONDOMINIUMS "Pleasures and Pitfalls"
119 LARGE APPLIANCES "Everything But the Kitchen Sink"
120 MAIL ORDER SALES "A Lick and a Promise"
121 MEDICAL INSURANCE "Here's to Your Health"
122 FURNITURE "The Good, the Bad, and the Ugly"
123 BABY MATERIALS "Crib Lib: The High Cost of Kids"
124 MOBILE HOMES "My House Has a Flat"
125 DOOR TO DOOR SALES "Who's Knocking At My Door?"
126 CLOTHING "The Naked Truth"

"200" SERIES (1976) AVAILABLE BY AIR DATE

200 ENTIRE SERIES FOR $27.00
201 SMALL CLAIMS COURTS "See You In Court"
202 PETS "How's Your Bird? A Look At Pets"
203 FINANCIAL INSTITUTIONS "Don't Pass The Buck"
204 HOME SECURITY SYSTEMS "Surelock Homes"
205 DENTAL CARE "A Brush-Up on Dental Care"
206 INCOME TAXES "Many Happy Returns"
207 INVESTMENT FRAUDS "CONfounded"
208 ADVERTISING "New! Improved! And Other Myths!"
209 EYE CARE "Oh Say Can You See"
210 LIFE INSURANCE "You Bet Your Life!"
211 PRESCRIPTION DRUGS "Ills, Pills and Bills"
212 DIVORCE "Split Decision"
213 AUTO REPAIRANOIA II "Body Work"
214 PLANTS "How's Your Fern?"
215 VACATION PLANNING "Pack Up Your Troubles"
216 EMPLOYMENT "Buddy, Can You Spare a Job?"
217 TV's & STEREOS "Stop, Look and Listen!"
218 HEARING "Ears To Ya"
219 NURSING HOMES "The Last Resort"
220 NEW CARS "Showdown in the Showroom"
221 RETIREMENT PLANNING "Plan Now, Play Later"
222 SPORTS EQUIPMENT "Don't Be a Poor Sport"
223 AUTO INSURANCE "Cash for Your Smash"
224 EDUCATION COSTS "The Bookies"
225 SINGLES LIFE "Will I See You Again?"
226 TENANTS RIGHTS "Tenants Anyone?"
227 RECREATIONAL VEHICLES "Fun on the Run"

4-169

BIBLIOGRAPHY

American Association of Retired Persons
National Retired Teachers Association
215 Long Beach Blvd.
Long Beach, California 90801

Your Retirement Consumer Guide
Your Menopause
Your Retirement Psychology Guide
Your Retirement Moving Guide
Your Retirement Food Guide
Your Retirement Job Guide
Your Retirement Consumer Guide
Your Retirement Widowhood Guide
Your Retirement Money Guide
Your Retirement Anti Crime Guide
Your Retirement Health Guide
Your Retirement Housing Guide
Your Retirement Legal Guide
Your Retirement Hobby Guide
Your Retirement Safety Guide

American Medical Association
Order Dept. OP 173 N. Dearborn Street
Chicago, Illinois 60610

Copper Bracelets Are a Put On

Education Services
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Three More Ways to Teach Personal Finance
Three Exciting Ways to Teach Personal Finance
A Date With Your Future
Policies for Protection

Federal Reserve Bank of New York
Public Information Department
33 Liberty Street
New York, New York 10045

Key to the Gold Vault
A Day at the FED
The Culpepper Switch

Keeping Our Money Healthy
Money: Master or Servant
Glossary: Weekly Federal Reserve Statements
Money and Economic Balance
Open Market Operations
Federal Reserve Bank of New York Annual Rpt. '75
Federal Reserve Bank of New York Monthly Rev. 6-76
The Story of Checks

Federal Deposit Insurance Corp.
550 17th St. N.W.
Washington, D.C. 20429

FDIC 1975
Highlights of Operations 1974
Your Insured Deposit

Energy Research & Development Admin.
Office of Public Affairs
Washington, D.C. 20545

High Level Radioactive Waste
Safe Storage & Ultimate Disposal
Tips for Energy Savers
Fusion
Solar Energy
Shipping of Nuclear Wastes

Lawrence Hall of Science
University of California
Berkeley, California 94720

OBIS Edition Set I	$8.50
OBIS Edition Set II	$8.50
Trail Module	$2.00
Lawn Guide	.60
Pond Guide	.60

Money Management Institute
Household Finance Corp.
Prudential Plaza
Chicago, Illinois 60601

Your Guide for Teaching Money Management
Mind Your Money Leaflets

Dolphin Books Original Edition 1975

Better Times

Institute of Life Insurance & Health Insurance Institute
277 Park Avenue
New York, N.Y. 10017

Newsletters:

Teaching TOPICS
Nine Ways To Be Cheated

Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

Money Management filmstrip library $15.00
Money Management library

Included in the Library and available at $3.50 each are:

Your Shopping Dollar
Children's Spending
Your Equipment Dollar
Your Food Dollar
Your Savings & Investment Dollar
Your Clothing Dollar
Your Automobile Dollar
Reaching Your Financial Goals
Your Housing Dollar
Your Home Furnishing Dollars
It's Your Credit--Manage it Wisely

Butterick Publishing
161 Sixth Avenue
New York, New York 10013

Mind Your Money
Your Health & Recreation Dollar
A Guide to Independent Living
The Money Book

National Dairy Council
111 North Canal Street
Chicago, Ill. 60606

Your Guide to Good Eating - and how to use it.
The Great Vitamin Mystery

Energy Conservation & Environment
Federal Energy Administration
Washington, D.C. 20461

Don't Be Fuelish

General Electric
Educational Communications
Fairfield, CT. 06431

So You Want to Work
What's it Like to be a Technician
What's it Like to be an Engineer
Planning Your Career
Black Americans in Science & Engineering
Quincy Looks Into His Future (Funnybook)

Internal Revenue

1976 Edition Understanding Taxes

Manpower Administration
Inquiry Sec., Rm. 10, 225
601 D Street, N.W.
Washington, D.C. 20213

Careers in Apparel
Careers in Motor Transport
Careers in Auto Mechanics
Careers in Drafting Career
Careers in Office Machines
Careers in Fabricated Plastics
Careers in Retail Sales Work
Careers in Hotel & Restaurant
Careers in Furniture Making
Careers in Dairy Products

New Readers Press
Laubach Literacy, Inc.
Box 131
Syracuse, N.Y. 13210

Planning Your Family
Living With the Retarded

National Fire Protection Association
470 Atlantic Avenue
Boston, Mass. 02210

Babysitter Handbooklet for Emergency Action

Oregon Lung Association
830 Medical Arts Building
1020 S.W. Taylor St.
Portland, Oregon 97205

Me Quit Smoking? Why?
Me Quit Smoking? How?

Oregon State Health Division
1400 S.W. Fifth Ave.
Portland, Oregon 97201

Polio is Still Alive

Metropolitan Life Insurance
P.O. Box 7750
San Francisco, California 94120

Health & Safety - Educational Materials
I Won't! I Won't!

Office of Communications National
Institute of Mental Health
5600 Fisher Lane
Parklawn Building
Rockville, MD 20852

Mental Illness and Its Treatment

Channing L. Bete Co., Inc.
Greenfield, Mass.

About Hospitals
Drugs & You
About Drugs & Drug Abuse
How to Finance a Home
Medicare and You

State of Oregon Employment Division
State of Oregon
Salem, Oregon

Facts for Oregon Workers

Radio Shack
7463 SW Barbur Blvd.
Portland, Oregon

The Science Fair Story of Electronics

Research Dept.
Federal Reserve Bank of Atlanta
104 Manetta St. N.W.
Altanta, Georgia 30303

Counterfeit?

Soil Conservation Society of America
7515 N.E. Ankeny Rd.
Ankeny, Iowa 50021

Pioneers of Conservation in America

Public Affairs Pamphlets
381 Park Ave. South
New York, N.Y. 10016

When Mental Illness Strikes Your Family
When Your Child is Sick
Dealing With the Crises of Suicide
How to Tell Your Child About Sex
How to Help the Alcoholic
Your Operation
Understand Your Child From 6 to 12

Special Action Office for Drug Abuse Prevention
Executive Office of the President
Washington, D.C. 20506

Questions & Answers About Drug Abuse

U.S. Department of Health, Education & Welfare
Social Security Office
Washington, D.C.

Your Social Security Earnings Record
Social Security Information for Young Families
When You Work at a Job
A Brief Explanation of Medicare
When You Go To The Dr.

U.S. Department of Health, Education & Welfare
Childrens' Bureau
Washington, D.C.

Moving Into Adolescence
Immunity - Protection Against Disease
Teach Children Fire Will Burn

National Bureau of Standards
Office of Technical Publications
Washington, D.C. 20234

All You Will Need to Know About Metric
Some References on Metric Information

Credit Union National Association, Inc.
Box 431
Madison, Wisconsin 53701

Using Credit Wisely

American Bankers Association

Bank Services and You

Science Research Associates, Inc.
259 East Erie Street
Chicago, Ill. 60611

Where are Your Manners?

New York Life Insurance Company
51 Madison Avenue
New York, N.Y. 10010

Making The Most of Your Job Interview

National Consumer Finance Association
1000 Sixteenth Street, N.W.
Washington, D.C. 20036

Using Tomorrows Money
Basic Principles in Family Money and Credit Management

APPENDIX D-1

A listing of the skills that need to be taught to help make intelligent consumers is below.

1. Products and services: discrimination and attributes of each

2. Consumer needs: survival, convenience and social needs; what they are; how they affect our lives; what their importance is

    a. Different alternatives to filling the three basic needs; the feasibility of the alternative ways of filling needs

3. Product features: Why they are important

    a. Achievement of primary goal; what are the determinants of how a product achieves its goal, what are the parameters, the vocabulary terms and the implications in evaluating common items such as tools, appliances, transportation, clothing, etc.

    b. Multipurpose uses: how and why does one determine multipurpose uses

    c. Warranty: how to read and understand warranties; implied warranties, express warranties (both limited and full)

4. Product consequences; why they are important

    a. Required upkeep of typical products; what to expect and find out

    b. Safety and health risks; what are the typical electrical, chemical, unstable and sharp-edged product risks; how to make intelligent decisions about what is safe

    c. Price; rules regarding what to expect in terms of prices, how to determine actual prices; how to shop for credit, how to determine your credit worthiness, how to understand renter and insurance and mortgage agreements

5. The buying decision matrix

   a. How to evaluate products on their objective features

   b. How to determine your unique problems of upkeep, availability and storage and taxes; how this analysis affects your buying decision

   c. How to put your values about product features and consequences into the buying decision

6. The activities of the seller

   a. Producing products; real and created needs; what the implications are for the consumer

   b. Placing the product; how the seller can use distribution and in-store placement techniques to help sell his product

   c. Pricing: what the seller considers when he puts a price on a product; what this means for the consumer

   d. Product promotion; why sellers must advertise

7. Sellers and the buyer decision matrix

   a. How sellers use the same product feature and consequence information to sell the product as the consumer uses to evaluate products

   b. Specific techniques that the seller uses; stressing the popularly desired features and consequences; stressing unpopular features that a product has as a strong point; using the ingredient approach; using the company image approach; using the social appeal

   c. How to look at ads and understand them; what they tell and what they don't tell

8. Rational information

   a. Pre and post purchase information: where to find it; what are the different types, and how to use each type of information

   b. How to determine the credibility of information sources

c. Types of information available from two-way communications

d. Types and sources of information from one-way communications

9. Social values

a. Consumer reference groups; how reference group psychology works; how conformity affects buying decisions; how to effectively deal with one's own reference group guidelines

b. The seller and social values: how the seller uses social values to sell his products; how to know when the seller uses social ads; how to interpret social ads

c. Market segmentation: what is market segmentation and how does it work; how the seller determines reference groups; how the seller directs his ads to different reference groups; how to interpret those ads

10. Environmental issues

a. Resource availability; what the present world situation is

b. Exponential growth; what it is and how it will affect consumers

c. Energy conversion; how to be an economical and environmentally sound consumer

d. Externalities; what pollution is and how it affects the consumer

e. How to regulate the environment; personal buying behavior, its affects and drawbacks; legal action; its affects and drawbacks

11. If you are not satisfied

a. How to avoid problems before they arise

b. After purchase recourse; how to determine what is a legitimate complaint; how to determine who can complain

c. Where and how to complain; how to complain to the seller; how to complain to federal agencies; how to complain to state and local agencies; how to go to court

12. Synthesis

a. Guides for rational purchases--insurance, homes, autos, etc.

GED

LITERATURE

LITERATURE

The Adult Education student usually comes to an ABE/GED school in order to pick up the threads of an interrupted schooling. At the present time, the age range is from sixteen to sixty-five, and the tastes in literature are as varied as the age span. However, before the teacher can begin, the student's reading level must be accurately established, and the material presented must be on the appropriate instructional level. It also should be interesting, relevant, and challenging. The goal of the literature teacher in ABE is not unlike that of the reading teacher: it is to stimulate an interest and enjoyment in reading as well as to expose the student to some of the best things that have been written in literature.

The approach largely is determined by where the student is when he enters the program. What is his hobby and does he read about it? Does he intend eventually to pass his G.E.D. Literature test? If the latter is his goal, and he reads well enough, simply start him reading and let him discover the pleasures for himself. A more precise program for this particular student is discussed in detail in the following pages.

For the less able student, the immediate task is to help him acquire a fluency and ability to comprehend. Perhaps the literature teacher and the remedial reading teacher can work together to find suitable material, and to coordinate their efforts. Each reading session should be accompanied by several questions to determine if the student understands what he reads. If it is a story, ask what the story is about, when did it take place, what type of characters are involved, is it fiction or non-fiction, what is the author's purpose in writing this story, and what is the moral of the story, if any? These questions will give the literature teacher an opportunity to concentrate on the strength or weakness of the student. Also, it will train the student to read for maximum comprehension. There are several low-level, high interest books and newspapers on the market now. New Reader's Press (Laubach) and Xerox publish weekly newspapers on two reading levels, and Reader's Digest Press and Jamestown Press are among many publishers which cater to ABE/GED students. The I.E.D. Film Library in each Oregon county has a large film collection available, and their catalog supplies a detailed description of each film. Among the outstanding literature films are Chaucer's England: "The Pardoner's Tale," Robert Frost, "Red Balloon," "The Autobiography of Miss Jean Pitman," "Witches of Salem," etc. These films are provocative and help the student understand the pleasures of a story well told. Of course, a tour of the nearest library facilities and the acquisition of a library card for each student is a necessity.

There is no need to get specific about genre and technical terms until the student begins to prepare for the G.E.D. Literature test. It should suffice to acquaint him with the general terms and broad categories, and leave the specifics until he is reading on the seventh grade level and is curious. The classics, fables, myths, the Bible stories, selected poems and plays, and assigned TV drama can provide a very sound basis on which to build a life-long appreciation and love of literature.

The Adult Basic Education teacher is presented with two basic tasks in teaching literature.

1. The most immediate is to insure that a student with little or no previous background will not be frustrated when confronted with a G.E.D. Literature test.

2. If time permits and the student shows interest and potential, the teacher can guide the student to literature that will stir his imagination and open doors to new worlds.

The most successful method for the latter necessarily entails the same careful preparation for the former.

In order to prepare a student for the literature test, the teacher must surrender to the necessities of time and run a quick-moving survey paying particular attention to the fundamentals of genre. If time is extremely limited, the teacher should concentrate on poetry for this will undoubtedly present the student with the most difficulties. The teacher should choose poems that contain striking examples of literary technique that might be difficult to understand, but in the end will prove not so threatening.

The initial impenetrability of poetry is most often the result of the poet's use of figurative language. Figurative language suggests an idea. It says something which carries a deeper meaning than the dictionary definition of the words used. It creates special effects, makes writing colorful and forceful, and adds depth and richness to the writing.

What the teacher should do is first read the poem aloud, being confident that he himself can follow the metrical swing and carry the emotional impact; then ask the student what the poem is about. The student will have tried to piece the literal meaning together and will make some sense of the poem or will take a guess. The teacher then can reread some figurative passages and ask the student what is

meant in literal terms. Perhaps the teacher's explication will be accomplished by rereading the entire poem and translating the meaning into prose while trying to maintain the dramatic or emotional charge. To bridge the figures, the teacher must rely on a firm grasp of colloquial cliché or a dramatized universal experience (perhaps as seen on television). Most figurative language has found its way into some cliché. If, however, the figure demands a grasp of historical significance, the students can easily follow an anecdotal explanation. The clever teacher will confess his own initial bewilderment with poetry and describe the means by which the solution is found. This explication is used as an introduction to a brief lecture on, and sometimes apology for figurative language. The most important concepts are, of course, simile* and metaphor. A simile is most easy to define, and the teacher can both invent and draw examples from the poem read. A metaphor should be noted as a bolder figure, and the teacher can demonstrate this by first inventing a simile and converting it to a metaphor. The teacher can be quite playful in showing how ridiculous it is to interpret a metaphor literally. At the same time, the need for apology should not be underestimated. The teacher must provide adequate explanation for the apparent ruse. An appeal to the romantic instinct is often quite effective.

Of the formal aspects, rhyme and alliteration are readily grasped. If the teacher is well-versed in the subject of rhyme, a brief explanation of the mechanics of rhymed verse can be fascinating. If not, the teacher does well by explaining the algebra of the rhyme scheme. Any rhymed poem can serve as an example, and a few lines read by the teacher should enable the students to fill in the rest.

Alliteration is more than a sound device; it is a rhythmical device carrying the stress. The student will benefit by learning to stress strangely alliterative words as an aid to properly scanning a poem. Metrics is a difficult and hotly debated subject. Few college students can scan even iambic pentameter unless it is perfectly regular. But if metrics must be taught, there is a simple approach. Start with Coleridge's little poem, "Lesson for a Boy" on metrical feet, skipping the anapaest. Then teach the student to count in rests, using only tetrameter, pentameter, and hexameter.

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*Technical terms are defined in a glossary at the end of this paper.

Stress the iambic pentameter since over 90% of English poetry is in this meter. For other metrical examples, use nursery rhymes since they have the strangest stress and are widely used.

— ⏑ — ⏑ — ⏑ —
Twinkle,/ twinkle,/ little/ star Trochaic

— ⏑ ⏑ — ⏑ ⏑ — ⏑ ⏑
All the king's/ horses and/ all the king's/men Dactylic

The students can easily invent examples of onomatopoeia, and Poe's "The Bell" provides an abundance of examples. The teacher then merely mentions the name of the poem to remind the student of the term. Oxymoron itself is an oxymoron, and the etymology can be easily constructed and remembered by the student by writing the word sophomore on the board. Write philosophy beside it. The latter means love of wisdom. Write wise over sopho, and moron over more. A sophomore is a wise fool because after one year of school he thinks he knows it all but he doesn't. Sophomore is an example of oxymoron, and one they'll remember! The other terms can be dealt with in similar manner, or simply as spelling words. The definitions are usually absorbed easily if they are occasioned by an example from a poem that is being examined in detail. These poems should be chosen both as examples of poetic genre and for readily accessible thematic context. A possible selection would be:

Shakespeare - Sonnet. Choose a sonnet with some archaic forms to stress the gathering of meaning from context. Sonnets are also good for demonstrating the logic of form.

Shelley - "Ode to the West Wind." This is a poem full of striking personification, strong alliteration, interesting rhyme scheme, clear logic of form, and a vital, romantic spirit.

"O wild West Wind, thou breath of Autumn's being
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing."

Gray - "Elegy Written in a Country Churchyard." This famous elegy mixes simple sentiment with complex phrasing.

"The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The plowman homeward plods his weary way,
And leaves the world to darkness and to me."

Mathew Arnold - "Dover Beach." The poem begins with a highly effective onomatopoeia as the verse imitates the ebb and flow of the waves. The poem has many obscure allusions but the teacher can elucidate these quite readily while stressing that the overall sentiment is never obscured.

Edna St. Vincent Millay - a modern sonnet writer, and an early feminist, wrote the sonnet, "Love is Not all: It is Not Meat nor Drink."

E.E. Cummings - "In Just" is a poem written in free verse that breaks all the rules. This is a poem students like to see because they recognize the unique style as "way out" and is therefore good trivia.

For the lighter moments, a Cavalier poet is fun, such as Herrick or Ben Johnson. While still a poetic vein, the teacher should read some soliloquies from Shakespeare--the more familiar the better. These should be approached as poems with careful explanation of soliloguy as a dramatic convention.

Since TV presents so much drama, some careful guidance toward suggested programs should be given. "The Glass Menagerie" and "Love Among the Ruins" are two recent high points in dramatic performance, and some encouragement should be given to discover the meaning of plot, the message, the tone, the characterization, and the setting. Although Tragedy and Comedy may prove elusive to define unless one falls back on Aristotle, they are usually grasped. Dramatic irony, however, is often entirely missed or misplaced, but Shakespeare provides much material for this. Inference should be clearly defined. Allegory can be explained in terms of either parables from the New Testament, or familiar fables. This can be used for explanation of symbolism, and a clarification of what it means to say X is the symbol for Y.

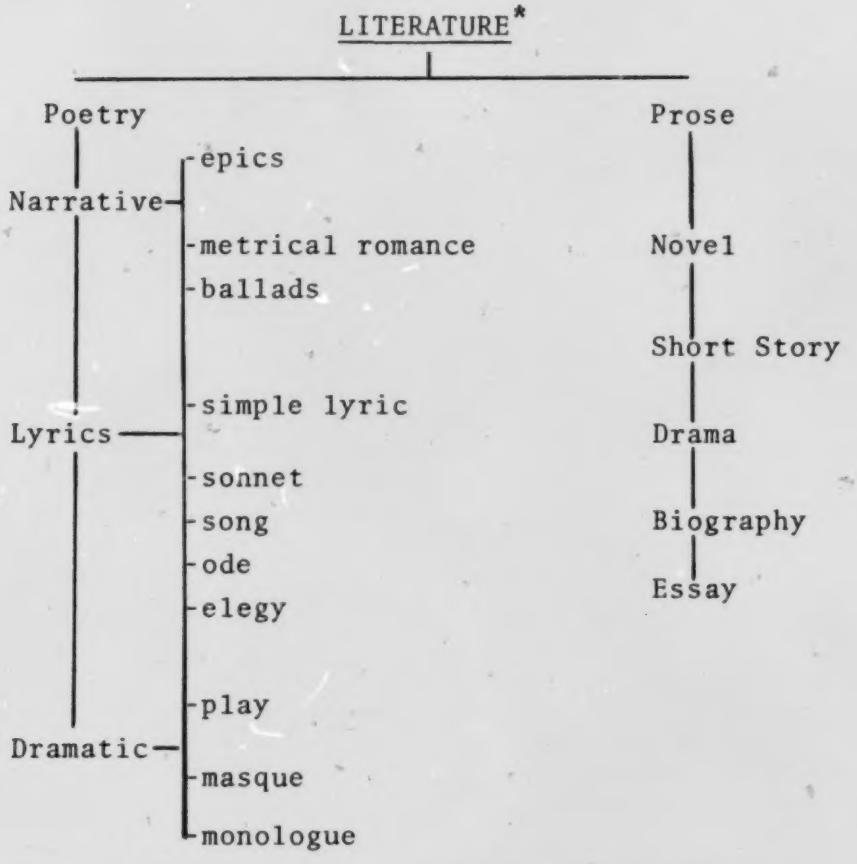
Prose--the form of literature including the novel, short story, drama, biography, and the essay--should present the least problems if the student's reading level is satisfactory. A passage from Mark Twain or Poe can be used to show how a writer can manipulate the mood of a piece. Terms like plot, narrator, and protagonist can be quickly defined. Serious essays in many fields can be brought in and analyzed for their main point and style. The full range of difficulty should be utilized to train the student in methods of word attack, breaking down complex syntax, and isolation of ideas.

This survey can ordinarily be accomplished in little more than ten classroom hours of work. Repetition of basic concepts and definitions by the teacher should slowly be replaced by eliciting these from the student. No opportunity for repetition should be passed by except to avoid absolute monotony. The student can be made to feel quite intelligent when he is successful, and when failure occurs, remind the student that most college graduates do not know half these terms.

The effect of this cram course is mostly to generate success on the G.E.D. Literature test, and it does not pretend to make the student literate. This must be left to the personal choice of the student. An enthusiastic teacher will probably have many students wanting to read more. For these students, the teacher should use his intuition to decide what to recommend. He should not recommend too many books, but rather a choice few that will lead to others. Even the teacher can "bomb" if he chooses works for classroom reading that are too difficult or foreign. If by chance the class goes blank, give up on that piece and go to another. Here again, the teacher's judgment is important.

If more time can be devoted to classroom work, the teacher can read short stories with the class. It is important that the student hear someone else read a passage with proper expression. So much meaning is lost because students do not read with expression. After the teacher reads for awhile, a student can be invited to pick it up. Correct only infrequently and especially where the intonation has been botched.

The following scheme and the two sample poems on the next page are intended as resources.



*From

Review of Literature, Washington State Community College, District 17, E3527 Nora Ave., Spokane, Washington 99207.

Other reference books:

Williston, Glenn R., Appreciation of Literary Forms, Jamestown Publishers, Providence, Rhode Island. 1976.

Rosenthal, M.L., The New Modern Poetry, MacMillan Company. Oxford University Press, New York. 1970.

Manley, Marilyn, Interpretation of Literary Materials, Cambridge Book Company, New York. 1966.

TWELFTH NIGHT

There is no woman's sides
Can bide the beating of so strong a passion
As love doth give my heart; no woman's heart
So big to hold so much; they lack retention.
Alas, their love may be called appetite,
No motion of the liver, but the palate
That suffer surfeit, cloyment, and revolt.
But mine is all as hungry as the sea
And can digest as much; make no compare
Between that love a woman can bear me
And that I owe Olivia.

William Shakespeare

METRICAL FEET
LESSON FOR A BOY

Trochee trips from long to short;

From long to long in solemn sort

Slow Spondee stalks; strong foot! yet ill able

Ever to come up with Dactyl trisyllable.

Iambics march from short to long;--

With a leap and a bound the swift Anapaests throng;

Coleridge

GLOSSARY OF COMMON LITERARY TERMS

Allegory - A literary form in which characters, places, and actions stand for something, frequently an abstraction.

Alliteration - A repetition of sounds in two or more words.

Anapest - A rhythm of poetry consisting of one accented syllable, followed by two unaccented syllables.

Hexameter - Any line of poetry with six accented beats.

Iambic Pentameter - The most common rhythm in English poetry; iambic pentameter describes a line of poetry that has five iambic rhythmic units or "feet." An "iamb" consists of an unaccented syllable followed by an accented one. An example of iambic pentameter is the line:

For fools rush in where wise men fear to tread.

Metaphor - A kind of figurative language where unlike things are compared without the use of a connective such as "like" or "as," resulting in statement of equivalence. An example of metaphor is "My heart is an open book."

Metrics - The study of poetic meter.

Narrator - The technical name for the (fictional) character who tells a story, as opposed to the flesh and blood author.

Onomatopoeia - A Greek word meaning "The making of words" that describes the use of words that sound like their meaning such as "buzz."

Oxymoron - A word or phrase that combines logical opposites, such as "burning cold."

Pentameter - Describes a line of poetry with five accented syllables.

Plot	-	A term usually used to refer to what happens in a story. But the term may also be used to refer to the sequence in which the author arranges or structures the events that make up the story.
Protagonist	-	The "hero," or person engaged in some significant conflict, of a story, play, or epic.
Rhyme	-	The repetition of similar or identical sounds.
Scan	-	To analyze a line of poetry into its rhythm and meter.
Simile	-	(See metaphor) A comparison stated by means of a connective such as "like" or "as." "My heart is <u>like</u> an open book" is a simile.
Sililoquy	-	A dramatic speech wherein a character speaks his thoughts while alone.
Stress	-	Accented syllable.
Tetrameter	-	Describes a line of poetry with four accented syllables.

ENGLISH/COMMUNICATION

ENGLISH/COMMUNICATION

by Jan Jording, Rogue Community College

Problems in Developing Effective Communication

The nature of adult basic education creates inherent problems in rounding out skills in English and communications. Often the problem lies not so much with the instructor's recognition of the importance of these skills, but in the characteristics of the adult student and the program structure in which they operate.

The adult student often sees little value in the concepts of correct grammar or composition skills. He bases his negativism on a lifetime of "doing just fine" without them, accompanied by a hort of arguments about the unnecessary complexity of the language. Although some of these arguments may have truth to them, it remains the task of the ABE instructor to present communication skills to the adult learner in relevant context to his life.

The structure (or lack of structure) in ABE programs contributes its own problems. The use of individualized programmed materials is fine for concrete study in grammar, but eliminates the student interaction necessary for oral or written communication skills. Students desiring the GED only are often not interested in writing and speaking skills if the skills will not be tested. The informal framework can become an advantage, however, in creating confidence in adult learners.

What Skills Should a Competent Adult Master in Order to Communicate Well?

It goes without saying that not all ABE students require extensive composition/communication skills. Adults desire to be able to communicate effectively yet practically. The extent of skills instruction will be individually determined based on entry competencies and projected goals of the student.

The skills mentioned here are in skeletal form. The extent to which each is taught will depend upon the entry competencies and the expected goals of each student. Do not expect students entering at Level I to reach the same goal level as those entering at Level III. Each can master the concept of spelling correctly, for example, but the level of vocabulary will be quite different. Set realistic goals and then, as they are reached, create new ones.

In order to communicate effectively in writing, these basic grammatical concepts should be mastered:

I. Sentence structure

A. Complete - written and oral

1. Parts of the sentence
   a. Subject
   b. Verb
2. Sentence must be a complete thought
3. Agreement
   a. Subject-verb
   b. Pronoun case
4. Run-on
5. Compound, complex

B. Incomplete - fragments

1. Phrases
2. Clauses

II. Capitalization

III. Punctuation

A. End punctuation
B. Commas
C. Quotation marks
D. Apostrophe
E. Semicolon, colon, hyphen, dash

IV. Irregular verb structures

V. Spelling and vocabulary

A. Basic phonics patterns
   1. Vowel sounds - long and short
   2. Consonant sounds and blends

B. Syllabication

C. Dictionary skills

D. Creating word lists

1. Use Flash-x (E.D.L.) blank cards with students personal list for individual practice.
2. Develop word list of troublesome words or new words to the vocabulary found in reading material.
3. Language master for pronunciation and decoding

E. Basic rules

1. Better spelling
2. G.E.D. - Cowles/Regnery
3. SRA Lab IVa Vocabulary development

F. Vocabulary development

1. Homonyms
2. Synonyms
3. Antonyms

G. Word demons

The instructor should try to avoid excessive use of the grammatical vocabulary (i.e., "antecedent," "non-restrictive appositive," "nominative," etc.). Students are usually struggling to understand the concept and these words can become barriers. Set a regular time for a mini-lecture during the day and present a small lesson each day. Even if students attend irregularly, set a certain time every day and stick to it. They will usually make an attempt to attend the class.

Learning to Write

The next step is to practice the art of writing. If a student is not used to expressing himself in writing, this may be uncomfortable. Some materials include writing assignments within the grammar lesson (ex. Continental Press: Parts of Speech, Cap. & Punct., Good Usage, The Sentence). Take advantage of these opportunities to write and break students in to further assignments in this way.

The new concept of APL (Adult Performance Level) objectives can provide a rich source for assignments. These objectives are geared to adult living situations and often provide an

excellent outlet for personal experiences. If the writing assignments are relevant, students will be more willing to become involved.

Example: Health

Assignment number one:

A. Write lists of medical and health services with phone numbers, addresses and services available.

B. List physicians in your immediate neighborhood.

Assignment number two:

A. Report in writing occurrence of illness or absence to a pretended employer or teacher.

B. Write a description of a properly supplied medicine shelf and first aid kit (minimal supplies, cautions, etc.)

Assignment number three:

Using personal experience with medical and health services and personnel in the community, evaluate and discuss in writing the medical or health services in terms of care, efficiency, costs, etc.

The adult who enters the program at an advanced level, may begin with survival level skills already at his command. If, after preliminary evaluation, this proves to be the case, a higher level of creative writing can be attempted. The student can determine how much he wishes to complete based on projected goals. Many students develop new goals as they progress in their program. If college is a part of the new goal, a more strict evaluation of each assignment may be made. Practicing haiku and other descriptive exercises may be used to enrich the writing experience for advanced students.

Be sure to gear any assignment to the individual. If these assignments are not relevant, they will not help the adult student. Assignments for their own sake do not work well in ABE.

Learning to Speak

The nature of the program can offer opportunities for the sharing of experiences orally. The first step is the

natural conversation with others which comes as the adults share coffee breaks or mini classes. Experiences are shared and interests are compared. Try to introduce more outgoing students to shy ones to help them feel more comfortable in the small group setting. As students become better acquainted, the oral communication barriers slowly drop. If a student has a special interest, he may be encouraged to share informally with a group in a coffee room; a sort of adult level "Show and Tell."

No matter what level of educational maturity ABE students have, nearly all have had some negative experience with school. English/Communication skills are ofter one of the most difficult skills 1) in which to create interest, 2) to teach effectively, 3) to convince students of the skills values, and 4) to elicit positive response. If these skills are made relevant to each student's individual life, the job will become easier.

SCIENCE

SCIENCE

by Charles R. Cook, Rogue Community College

The teaching of science in adult basic education has become more and more oriented to the cognitive responses of the student than it should be. In other words, when the student becomes proficient in recalling or recognizing knowledge or when he has developed intellectual abilities and skills to the point where he can successfully pass a test, too many teachers believe that the ultimate goal has been reached.

The approach to teaching described above is based on the premise that all students in adult basic education are primarily non-academic, goal oriented learners. Fortunately, such is not the case. A majority of adults entering basic education want a complete educational program involving more than merely the manipulative skills required to pass tests.

Any curriculum being developed for the adult student must not ignore the cognitive skills for there is indeed great value in being able to recall facts and figures. However, in addition to improving the memory skills of the student, it is equally important to improve his interests, his attitudes, and his values.

Thus it is not logical for the teacher of science to instruct only by the traditional methods and to base all instruction on the needs-and-skill requirement. Rather, it seems much more sensible to instruct through a series of conceptual plans that require the student to examine a large number of ideas and then organize them into a logical relationship. Conceptual learning produces a far greater understanding of scientific knowledge than any other.

It is suggested that the conceptual plans listed below can be used as a basis for developing a science curriculum which would be suitable for any group of students.

1. All matter is composed of units called fundamental particles; under certain conditions these particles can be transformed into energy and vice versa.
2. Matter exists in the form of units which can be classified into hierarchies of organizational levels.
3. The behavior of matter in the universe can be described on a statistical basis.

4. Units of matter interact. The basis of all ordinary interactions are electromagnetic, gravitational, and nuclear forces.

5. All interacting units of matter tend toward equilibrium states in which the energy content (enthalpy) is a minimum and the energy distribution (entropy) is most random. In the process of attaining equilibrium, energy transformations or matter transformations or matter-energy transformations occur. Nevertheless, the sum of energy and matter in the universe remains constant.

6. One of the forms of energy is the motion of units of matter. Such motion is responsible for temperature and heat and for the states of matter: solids, liquid, and gaseous.

7. All matter exists in time and space and, since interactions occur among its units, matter is subject in some degree to changes with time. Such changes may occur at various rates and in various patterns.[1]

No attempt should be made to teach a conceptual plan in a single class period, a week, a month, or even in a year. These are major concepts that should be in evidence in all science experiences of the student throughout his educational program. They are to serve as a basis for the organization of the study of physics, chemistry, and any of the other sciences.

Initially, the teaching of conceptual plans will appear very difficult for it demands careful planning. It is suggested that standard laboratory manuals used in high school science courses be used as source material for specific topics and demonstrations. Usually, such experiments and demonstrations are written with all preliminary information clearly stated. The one fault of such material is that it is written in a "closed" form (answers known in advance). While making the initial plan, attempt to change all such material to be of an open-ended form (answers to be learned through the activity).

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[1] Theory into Action, National Science Teachers Association, Stock No. 471-14282 (Washington, D.C. 1964).

Finally, there is an excellent text published by Ginn and Company that contain a variety of activities ranging from the simple to the complex. It is suggested that it be considered as one aid in teaching through conceptual methods.

Suggested Resource Material

1. Standard high school laboratory manuals in physics, chemistry, and biology.

2. Joseph L. Carter, Paul M. Bajema, Russel W. Heck, and Phillip L. Lucero, Physical Science: a problem solving approach. (Ginn and Company,).

SOCIAL STUDIES

SOCIAL STUDIES

by Charles R. Cook, Rogue Community College

In a democracy, the primary purpose of a general education is to develop and sustain an enlightened and good citizenry. Each citizen should be sufficiently informed about his social and physical environments and he should be given the opportunity to develop his individual capacities to the point where he is a self-sufficient and competent member of society.

Therefore, promoting good citizenship is a goal sought in all areas of learning, and social studies plays only a part which is dictated by its specific function.

Specifically, the function of social studies is to provide situations and opportunities through which the learner will develop the capacities and qualities needed for his successful participation in human relationships. The development of all other skills possessed by the competent citizen, such as the ability to read and write, to calculate, and to understand the physical environment, is the responsibility of other areas of learning.

Since the main function of social studies is based on human relationships, it follows that the common objectives must be channeled to the improvement of such relationships. A list of the most common social studies objectives as formulated by Clarence Samford follows:

A. Objectives for acquiring social studies information:

1. Knowledge of democracy and the manner in which it functions
2. Understanding of social, economic, and political concepts starting with the community and extending into a world setting
3. Information dealing with contemporary affairs
4. Acquisition of sound economic, political and social ideas
5. Gaining of an adequate social studies vocabulary
6. Comprehensive knowledge of the history and traditions of our own country
7. Learning the basic facts of consumer education
8. Strengthening and enriching personality

9. Securing vocational education
10. Deriving a suitable background for other areas in the curriculum
11. Stressing the importance of conservation education

B. Objectives for acquiring social studies skills:

1. Ability to make use of table of contents, index, maps, charts, graphs, dictionary, encyclopedia, atlas, almanacs, and other resource tools
2. Developing powers of critical thinking and independent judgment
3. Participation in group discussion
4. Effective presentation of oral reports
5. Application of social studies information to practical situations
6. Working with groups of people
7. Using community resources as an aid to the learning of social studies
8. Enlarging opportunities for growth in reading.
9. Working on committees and in projects designed to help the local community and/or larger groups
10. Giving opportunity to learn parliamentary procedures
11. Development of leadership
12. Collecting data
13. Application of the rules of effective study

C. Objectives for acquiring desirable social studies attitudes:

1. Respect for rights and contribution of others regardless of race, color, and creed
2. Desire to particpate personally in improving various groups, for example, the home, school, community, state, and nation
3. Appreciation of the sacrifices that have gone into the making of our social order
4. Exaltation of high social values
5. Gaining respect for work well done

6. Cultivation of laudable patriotism
7. Respect for truth (accuracy)
8. Standing for high moral and spiritual values[1]

Now is the time to carefully examine the above list of objectives for any common characteristics. It will be noted that the list for social studies information, Part A, includes facts, events, concepts, and generalizations. Secondly, the list for social studies skills includes items pertaining to social behavior as well as map reading, graph interpretation, and others. Finally, the third section, Part C, leading to desirable attitudes such as interests, dispositions, beliefs, ideals and values, consists predominately of intangible concepts. Needless to say, with the exception of Part C, there appears to be very little in common.

The immediate problem then becomes one of how to teach the social studies so as to achieve the greatest number of objectives. The difficulty quickly diminishes if conceptual plans are selected rather than the traditional facts oriented approach. Through the teaching of concepts, it is found that knowledge is acquired with far greater understanding than with any other method of teaching.

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[1]Clarence D. Samford, "Can Social Studies Objectives Be Accomplished with Present Day Textbooks?" The Social Studies, Vol. 45 (April 1954) pp. 134-137.

MATERIALS AND SOURCES

OVERVIEW

The selection of appropriate materials for students in Adult Basic Education is one of the most important decisions to be made by the Adult Basic Education instructor. Materials must be assigned based upon appropriate grade level, yet should have content which will interest adults rather than insult them. All too often, materials designed for children will be suggested for use with adults with a lower skill level but with normal intelligence.

In the past several years, publishers have come out with numerous new materials designed for Adult Basic Education. Many of these materials are excellent. The instructor should try to review materials from many sources and should keep in his classroom a wide variety of sources to be given to students according to skill level. An important decision to be made by the Adult Basic Education staff is whether materials will be used "consumably" or "nonconsumably." Materials which will be given to the student for him to use, write in, and keep will be considered "consumable." In selecting these materials, the instructor must make decisions about cost per student and amount of material covered within the books selected. "Nonconsumable" materials will be used by many people during an Adult Basic Education Program. Frequently these materials are more expensive and students cannot write in them. Disadvantages of selecting "nonconsumable" materials are that normally they must remain in the classroom and students cannot do additional work at home. As they are allowed to go out of the room, they may never return, and higher initial investment will be lost.

Normally, the best solution to the "consumable" versus "nonconsumable" issue is to select basic workbooks which will be used consumably, to be supplemented by additional materials retained in the classroom.

In addition to commercially prepared materials, the Adult Basic Education teacher may make up many useful materials for students in his classroom. Often, materials generated from individual student interests encourage rapid reading progress. The instructor who writes his own materials will have greater familiarity with content and will, therefore, find them easiest to teach from.

Many publishing companies have developed "packages" or "programs" for Adult Basic Education. These complete units will encourage structured sequential development of skills; however, the student utilizing "packaged" or "programmed"

materials must progress at the designated speed and sequence. Frequently, too little allowance is made for quickness or learning or of filling specific gaps in knowledge.

While there are now many materials for Adult Basic Education, the following lists suggest some basic materials which have been used successfully in local programs in Region X. These lists could be supplemented by many more excellent materials. In addition to specific lists in Reading, Language Arts, Mathematics and E.S.L., there is a list of bibliographies of materials available to the Adult Basic Education teacher and administrator. These bibliographies, often annotated, can suggest many more materials to the inquiring instructor. This section concludes with an ABE materials list organized by publisher that was compiled by the Office of the Superintendent of Public Instruction, Washington.

by Connie Judd, Chemeketa Community College

READING MATERIALS 0-8 Level

Adult Reader, Levels 1-3 (Steck-Vaughn).
A self-contained workbook for beginning readers. It has a rapid basic vocabulary and will become difficult for some students who might need more supplemental and remedial work.

Adult Readings (Reader's Digest Press). This material contains very useful information for beginning adults.

Reading, Books 1-4 (Cambridge Press). A series of books from non-readers through fourth grade level which introduces two characters (males) and follows them through job placement. The books have a rapid vocabulary development, but no word list for student study.

Learning 100 Series (Educational Development Laboratories). This system has materials for levels 0 through 12 level and it has been designed specifically for adults. Basic phonics and sight instruction are given through the Aud-X sound filmstrip. Speed reading is developed through controlled reader. Excellent but expensive program.

Basic Science for Living, Book I (for Levels 7-8), and Book II (for Level 8-9) (Steck-Vaughn). Reading skills are developed in learning about science and how it affects daily life. Mastery tests are included in each book.

ADVANCED READING 8 to 12-over Levels

Pre-G.E.D. Reading (Cambridge Press). An excellent book that gives exercises in the necessary reading skills.

Cambridge Series (Cambridge Press):

Interpretation of Literary Material
Interpretation of Reading Materials in Natural Science
Interpretation of Reading Materials in Social Studies

Cambridge Preparation for the High School Equivalency Examination (Cambridge Press). This book has diagnostic tests, simulated tests and exercises dealing with the five areas of the G.E.D. tests.

7-8 level. Will need careful teacher attention to student progress.

Practice in English (Houghton-Mifflin). This workbook contains all basic rules of grammar, but is written at a high reading level and is most appropriate to advanced students who are interested in a thorough review of English fundamentals.

Pre-G.E.D. Introduction to English (Cambridge Book Company). Designed to expand competence in organizing clear well-balanced sentences and ability to choose best words and phrases. Spelling, punctuation, capitalization and grammar usage are stressed.

English 2600, Levels 7-8, and English 3200, Senior Level, (Harcourt-Brace-Jovanovich). These two books are programmed courses in grammar and usage. The books can be used as non-consumable texts.

English Essentials: A Refresher Course, (Steck-Vaughn) Levels 8-10. This review gives basic grammar skills and is appropriate for more advanced students. This is a useful book to use prior to G.E.D. preparation classes or in a G.E.D. class.

Phonics:

New Streamlined English (Laubach, New Reader Press). Basic reading and writing program.

Word Attack Skills, Mott 160 (Allied Education Council), Levels 1-6. This self-contained workbook covers vowel sounds, consonants, beginning and ending blends, and word endings.

Aud-X D.E.F.A. (E.D.L. Material, McGraw Hill), Levels 4-5. A series of sound/filmstrip lessons designed for mature students who somehow seem to have by-passed adequate mastery of word attack skills.

Phonics Series:

Language Master (Bell & Howell). A series of cards with the progressive phonics skills and speech sounds.

Phonics We Use (Rand McNally). This is a complete word recognition skills development program to help pupils associate written symbols with speech sounds. Excellent supplement to a regular reading program.

Dr. Spello (Webster/McGraw Hill), Levels 7-9. This corrective reading and spelling workbook includes instruction in sounding consonants, vowels, blends, digraphs, silent letters, syllabication, prefixes and suffixes.

Target Red, Yellow, Blue (Field Enterprise-Random House). Kits to cover word attack skills, phonics and structural analysis skills in depth. Kits include audio/tapes instructional units.

Vocabulary:

Vocabulary (Stanford/McGraw Hill), Books 1-6, Levels 7-12. Each self-contained book in this series has words based on latest research on frequency and usage.

S.R.A. Vocabulary 3 (Science Research Associates, Inc.). A program designed to give you greater understanding of words. Learn by word elements.

Spelling:

Patterns of Sounds (McGraw Hill). Cassettes and work texts that use sequential patterns and provide sight and sound repetition. Program can be used individually or in group situations.

Basic Goals in Spelling (McGraw Hill). Books 6, 7 and 8. Linguistically oriented series teaches spelling with word lists grouped according to like sound-symbols and structural patterns.

Trouble Shooters (Houghton-Mifflin)
Book 1, Spelling Skills, Book 2, Spelling Action, Book 3, Word Attack. Workbook lessons feature pre-tests, exercises and review tests.

Gateway to Spelling (Steck-Vaughn), Levels 7-12. Worktext gives exercises in all the phases of learning to spell basic words and in using the dictionary.

Dr. Spello - described in Phonic's section.

Continuous Progress in Spelling (The Economy Company). An individualized self-paced kit. Program uses peer teaching, words grouped into lists, and a test study approach.

MATHEMATICS MATERIALS

Working With Numbers (Steck-Vaughn). This consumable material begins with whole numbers and rapidly progresses through fractions, percents, and some work with formulas. Excellent refresher book.

Basic Math-Skills, Revised (Steck-Vaughn). Part I includes addition, subtraction, multiplication, division, common and decimal fractions. Part II gives percents, measurements, ratio and proportions, and simple algebra. Workbooks give explanations, example problems, exercises, reviews and progress tests.

Programmed Math for Adults (Sullivan). A series of books 1-14, dealing with the basic skills. These are designed for remedial or those who need more than just a refresher.

Figure It Out (Follett Publishing Co.) Book 1, (Levels 0-4) teaches the four basic processes of addition, subtraction, multiplication, division, and how to work with money and measurements. Book 2 (Levels 5-8) deals with fractions, decimals, rounding off and estimating. Excellent supplementary material.

Math Skills Kit (McGraw Hill). This kit fills the need for additional in-depth practice materials at grade levels 3-6.

Algebra, Book 1 (Steck-Vaughn). A more comprehensive algebra program. This consumable workbook reviews basic algebra skills of a first semester algebra course.

G.E.D. Math Book (Cambridge Press). The book diagnoses weak areas and gives the student testing practice in basic math, algebra, and geometry.

Introduction to Arithmetic (Cambridge Book Co.). Improves general math ability and ability to express practical problems in mathematical terms.

E.S.L. BOOK LIST

Possible Curriculum Ideas

Non Verbal Beginners: Level 1

Pronunciation - (Modulearn, Inc.)

Total Physical Involvement-Commands (James Asher)

English as a Second Language, A New Approach for the 21st Century (Modulearn, Inc.)

Beginners: Level 2

Pronunciation - (Modulearn, Inc.)

English as a Second Language, A New Approach for the 21st Century (Modulearn, Inc.)

New Horizons, Book 1 and Workbook (Milligan & Walker). This series contains comprehension, text and student activities. Colorful, informal and entertaining materials make a nice change from the traditional texts.

Beginning Lessons in English (Simon & Schuster)

Exercises in English Conversation (Simon & Schuster)

Regents Workbook I (Simon & Schuster)

Advanced Beginners: Level 3

Pronunciation (Modulearn, Inc.)

English As a Second Language, A New Approach for the 21st Century (Modulearn, Inc.)

Access to English as a Second Language, Book 1 (McGraw Hill). A more structured and traditional curriculum, built on sequential learning patterns.

Second Book in English (Handy Book Press)

Exercises in English Conversation II (Simon & Schuster)

Regeants English Workbook II (Simon & Schuster)

Practice Reading (Steck-Vaughn)
Adult Reader (Steck-Vaughn). Both books contain instruction in basic reading skills for beginners or students who need additional work.

My Country, The U.S.A. (Steck-Vaughn)

Intermediate: Level 4

English as a Second Language, A New Approach for the 21st Century (Modulearn, Inc.)

Access to English as a Second Language (McGraw Hill)

New Horizons, Book 3 (Milligan & Walker)

Advanced: Level 5

English as a Second Language, A New Approach for the 21st Century (Modulearn, Inc.)

Access to English as a Second Language (McGraw Hill)

New Horizons (Milligan & Walker)

Essential Idioms for Students of English as a Second Language (Regents Publishing Co.)

Supplemental Texts

Everyday English (Steck-Vaughn) Levels 4-5. Fundamentals of English grammar. Use with practice in reading.

Graded Exercises in English (Steck-Vaughn)

The Mott Basic Language Skills Program, Word Attack 160 (Mott-Allied Education Council). A sequential lesson plan, with built-in change of pace, and high interest adult stories.

Flash-Pictures (Follet Michigan Bookstore). Flash pictures for rapid drill for students who need remedial work on pronunciation and sounds.

BIBLIOGRAPHIES

Adult Basic Education for Personal and Family Development, National University Extension Association (139 pgs.)

Adult Education Section, Office of Instructional Services, Department of Education, State of Hawaii, Recommended Book List, Adult Basic Education Classes, Office of Library Services (47 pgs.)

Adult Education Section, Office of Instructional Services, Department of Education, State of Hawaii, Recommended Book List, Adult High School Classes, Office of Library Services (15 pgs.)

Annotated Bibliographical Supplements for Adult Basic Education, State of New Jersey, Department of Education.

Bibliographical Materials for the Adult Administrator and Teacher, National University Extension Association (49 pgs.)

Bibliography Materials for the Adult Basic Education Student, National University Extension Association (129 pgs.)

Dixon, Ruth F., Annotated Bibliography of Materials for Adult Basic Education, State of New Jersey, Department of Education (28 pgs.)

Hammet, Earl L., Annotated Bibliography of Adult Education Instructional Materials by Publishers and Curriculum Area, Louisiana State Department of Public Education (303 pgs.)

Lyman, Helen Huguenor, Library Materials in Service to the Adult New Reader, American Library Association (614 pgs.)

Published Materials Used in Adult Basic Education, State of Minnesota, Department of Education (53 pgs.)

Shofstall, W.P., Annotated Bibliography Adult Education Resource Library, Arizona Department of Education, Adult Education Division (561 pgs.)

Stories for Adult Readers, Florida Department of Education (73 pgs.)

TO: Local Teachers, Supervisors and Administrators of Adult Basic Education

The following represents the response from publishers to list available ABE materials that may be requested from them for teaching ABE classes.

Teachers and others are encouraged to write to the address listed for examination copies of materials that may fit their needs. The use of official letterheads and accurate definition of materials desired will be appreciated by the company concerned and result in better service.

ADULT BASIC EDUCATION MATERIALS LIST

Superintendent of Public Instruction
Olympia, Washington

Elmer E. Clausen,
Director of Adult Education

Arabic code numbers refer to specific titles or to materials not included in the charts and are listed accordingly on a separate sheet.

Name of publisher and correct address to use to obtain examination materials.	Literacy Materials		English As A Second Language		English Reading - Writing				Mathematics					
					4-5 gr. level		6-8 gr. level		1-3 gr. level		4-5 gr. level		6-7 gr. level	
	P*	C**	P	C	P	C	P	C	P	C	P	C	P	C
ALLIED EDUCATION COUNCIL P.O. Box 78 Galien, Michigan 49113	X	X			X	X	X	X						X
AMERICAN BOOK COMPAN 4327 N.E. 45th St. Seattle, Washington 98105				X		X		X		X		X		X
BARNES AND NOBLE 105 Fifth Avenue New York, New York 10003				X										X
BEHAVIORAL RESEARCH LAB. (1) Box 577 Palo Alto, California 94302	X	X	X		X		X		X		X		X	

* Programed
** Conventional

ADULT BASIC EDUCATION MATERIALS LIST - Superintendent of Public Instruction - Olympia, Washington

Name of publisher and correct address to use to obtain examination materials.	Literacy Materials		English As A Second Language		English Reading - Writing 4-5 gr. level		English Reading - Writing 6-8 gr. level		Mathematics 1-3 gr. level		Mathematics 4-5 gr. level		Mathematics 6-7 gr. level	
	P	C	P	C	P	C	P	C	P	C	P	C	P	C
BOBBS, MERRILL COMPANY, INC. 4300 W. 62nd Street Indianapolis, Indiana 46268				X		X		X						
BOSTON EDUC. RESEARCH CO. 100 Charles River Plaza, 6th Boston, Massachusetts 02114							X	X						
BOSTON EDUC. RESEARCH, INC. 122 Cambridge Street Boston, Massachusetts 02114					X									
BOYD & FRASER PUBLISHING CO. 308 Locust Street San Francisco, Calif. 94118	X(2)	X(3)			X(4a)	X(4b)								
CALIFORNIA BOOK COMPANY 2310 Telegraph Avenue Berkeley, Calif. 94704				X										
CALIFORNIA TEST BUREAU Del Monte Research Park Monterey, Calif. 93940					X		X		X		X		X	
CAMBRIDGE BOOK COMPANY, INC. 488 Madison Avenue New York, New York 10022		X		X		X		X		X		X		X
CHILTON COMPANY 401 Walnut Street Philadelphia, PA 19106				X										
CONTINENTAL PRESS, INC., THE (5) Elizabethtown, PA 17022				X		X	X	X		X		X		X

ADULT BASIC EDUCATION MATERIALS LIST - Superintendent of Public Instruction - Olympia, Washington

Name of publisher and correct address to use to obtain examination materials.	Literacy Materials		English As A Second Language		English Reading - Writing 4-5 gr. level				Mathematics 1-3 gr. level					
							6-8 gr. level				4-5 gr. level		6-7 gr. level	
	P	C	P	C	P	C	P	C	P	C	P	C	P	C
DOUBLEDAY & COMPANY, INC. (6) 501 Franklin Avenue Garden City, N.Y. 11530								X						X
ECONOMY COMPANY, THE P.O. Box 25308 Oklahoma City, Oklahoma 73125				X	X	X		X						
EDUCATIONAL CENTER 2797 South 450 West Bountiful, Utah 84010						X		X						
EDUCATIONAL SERVICES, INC. 1730 Eye Street, N.W. Washington, D.C. 20006				X										
ELECTRONICS FUTURES, INC. (7) 57 Dodge Avenue North Haven, Conn. 06770									X		X		X	
ENGLISH LANGUAGE SERVICES 5550 Wilkins Court Rockville, Maryland 20852				X(8)										
FOLLETT EDUCATIONAL CORP. (9) 1010 W. Washington Blvd. Chicago, Illinois 60607						X		X		X		X		X
GARRARD PUBLISHING COMPANY 1607 N. Market Street Champaign, Illinois 61820		X		X		X								
GEMINI II BOOKS 1849 Mintwood Place, N.W. Washington, D.C. 20009				X										

ADULT BASIC EDUCATION MATERIALS LIST - Superintendent of Public Instruction - Olympia, Washington

Name of publisher and correct address to use to obtain examination materials.	Literacy Materials		English As A Second Language		English Reading - Writing 4-5 gr. level		English Reading - Writing 6-8 gr. level		Mathematics 1-3 gr. level		Mathematics 4-5 gr. level		Mathematics 6-7 gr. level	
	P	C	P	C	P	C	P	C	P	C	P	C	P	C
GINN & COMPANY 10717 N.E. 197th Avenue Bothell, Washington 98011					X		X							X
GOODHEART - WILCOX COMPANY 123 W. Taft Drive South Holland, Ill. 60473										X		X		X
HALVORSON ASSOCIATES P.O. Box 9975 Chevy Chase, Maryland 20015	X		X		X		X							
HAMMOND INCORPORATED 515 Valley Street Maplewood, New Jersey 07040						X		X						
HARCOURT, BRACE & WORLD, INC. 757 Third Avenue New York, New York 10017		X		X		X		X		X	X	X		X
HARPER & ROW, PUBLISHERS 16240 N.E. 14th Street Bellevue, Wash.								X						
HOLT, RINEHART & WINSTON (10) Crocker Park, Box 24400 San Francisco, Calif. 94122		X				X		X					X	
HOUGHTON MIFFLIN COMPANY 777 California Avenue Palo Alto, Calif. 94304				X				X		X		X		X
INITIAL TEACHING ALPHABET, PUB. 6 East 43rd Street New York, New York 10017	X													

ADULT BASIC EDUCATION MATERIALS LIST - Superintendent of Public Instruction - Olympia, Washington

Name of publisher and correct address to use to obtain examination materials.	Literacy Materials		English As A Second Language		English Reading - Writing 4-5 gr. level		English Reading - Writing 6-8 gr. level		Mathematics 1-3 gr. level		Mathematics 4-5 gr. level		Mathematics 6-7 gr. level	
	P	C	P	C	P	C	P	C	P	C	P	C	P	C
INSTITUTE OF MODERN LANGUAGES 1666 Connecticut Ave., N.W. Washington, D.C. 20009				X										
LEARNING LAB ASSOCIATES, INC. 2022 Cantle Lane, S.W. Roanoke, Virginia 24018	X				X		X				X		X	
MacMILLAN CO.- SCHOOL DEPT. (11) 866 Third Avenue New York, New York 10022			X	X				X						X
McGRAW HILL BOOK COMPANY 17970 S.W. Lower Boones FY Portland, Oregon 97223 326 N. 199th Seattle, Washington 98177	X			X	X		X		X		X		X	
CHARLES E. MERRILL BOOKS, INC. 1300 Alum Creek Drive Columbus, Ohio 43216		X				X		X						
NEW READERS PRESS (12) Box 131 Syracuse, New York 13210	X	X			X			X						
NOBLE & NOBLE PUBLISHERS (13) 750 Third Avenue New York, New York 10017		X		X		X		X						
OXFORD BOOK COMPANY 387 Park Avenue South New York, New York 10016				X										

ADULT BASIC EDUCATION MATERIALS LIST - Superintendent of Public Instruction - Olympia, Washington

Name of publisher and correct address to use to obtain examination materials.	Literacy Materials		English As A Second Language		English Reading - Writing 4-5 gr. level		English Reading - Writing 6-8 gr. level		Mathematics 1-3 gr. level		Mathematics 4-5 gr. level		Mathematics 6-7 gr. level	
	P	C	P	C	P	C	P	C	P	C	P	C	P	C
OXFORD UNIVERSITY PRESS 200 Madison Avenue New York, New York 10016		X		X										
PHOENIX PUBLISHING CO. Quezon City, Philippines				X										
PRENTICE - HALL, INC. Englewood Cliffs, N.J. 07632				X		X								
RANDOM HOUSE/SINGER School Division P.O. Box 279 Sumner, WA 98390	X	X	X		X	X	X	X	X	X	X	X	X	X
READER'S DIGEST SERVICES, INC. Educational Division Pleasantville, N.Y. 10570				X		X								
SCHOLASTIC SYSTEMS, INC. 90 Main Street Hackensack, N.J. 07601			X		X		X				X		X	
SCIENCE RESEARCH ASSOC., INC. 259 East Erie Street Chicago, Illinois 60302	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCOTT, FORESMAN & COMPANY 16728 N.E. 98th Place Redmond, Washington 98052						X		X						X
SILVER BURDETT COMPANY 3518 South 252nd Place Kent, Washington 98031			X		X									

ADULT BASIC EDUCATION MATERIALS LIST - Superintendent of Public Instruction - Olympia, Washington

Name of publisher and correct address to use to obtain examination materials.	Literacy Materials		English As A Second Language		English Reading - Writing 4-5 gr. level		English Reading - Writing 6-8 gr. level		Mathematics 1-3 gr. level		Mathematics 4-5 gr. level		Mathematics 6-7 gr. level	
	P	C	P	C	P	C	P	C	P	C	P	C	P	C
SIMON & SCHUSTER, INC. Educational Division 1 West 39th Street New York, New York 10018		X		X		X		X				X		X
STECK-VAUGHN COMPANY (14) P. O. Box 2028 Austin, Texas 78767		X		X		X		X		X		X		X
UNIVERSITY OF MICHIGAN PRESS 615 East University Ann Arbor, Michigan 48106				X										
UNIVERSITY OF SOUTHERN CALIF. School of Education Phillips Hall S-1002 University Park Los Angeles, Calif. 90007			X											
YOUTH EDUCATION SYSTEMS, (15) P. O. Box 592 Stamford, Conn. 06904		X		X		X		X						X
FIELD EDUC. PUBLICATIONS, INC. 22350 - 16th Avenue, South Des Moines, Wash. 98188							X							

SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia, Washington

SPECIAL INFORMATIONAL MATERIALS FOR
ADULT BASIC EDUCATION

The listing below supplements the "ABE Materials List" of categorized materials for teachers as listed by the publisher. The numbers are those noted beside the publisher's name on the "ABE Materials List."

(1) Consumer Mathematics Series, Book 1-7, 6 grade level, programed.

(2) Smith, Edwin H. & Rowell, C. Glennon, The Sound Spelling Program Books 1-6, Text-workbooks, branched and linear programed.

(3) Smith, Edwin H., Literacy Education for Adolescents and Adults.

(4a) Semi-programed reader.

(4b) Brown, Don A., Basic Reader and Supplementary Reader.

(5) Reading Exercises in Negro History - Volumes 1 & 2, 4 grade level, conventional.

(6) Career Opportunities - 5 volume set.

(7) Patterns in Phonics, beginning instruction - programed.

(8) Textbook for teaching typewriting and English as a second language, programed.

(9) Consumer education materials, 6-7 grade level, conventional.

(10) Consumer education materials and job attitude materials.

(11) Programed Geography 6-7 grade level, programed and audio-visual. English (1&2) 6-8 grade level -- Filmstrips.

(12) Consumer education materials 4-5 grade level, conventional; Parent education materials 3-5 grade level, conventional; Multi-ethnic materials, 4-5 grade level, conventional; Social studies materials.

(13) We Want You, 4-5 grade level (Vocational/basic orientation to job seeking) conventional; Falcon books for supplementary reading, 3-8 grade level; How to Become A U.S. Citizen, 4-6 grade level, conventional.

(14) Social studies materials, 4-6 grade level, conventional; Health materials, 4-6 grade level, conventional; Science materials, 5-8 grade level, conventional.

(15) Student Dictionary, 4-8 grade level.